Somerset's Graduated Response Tool
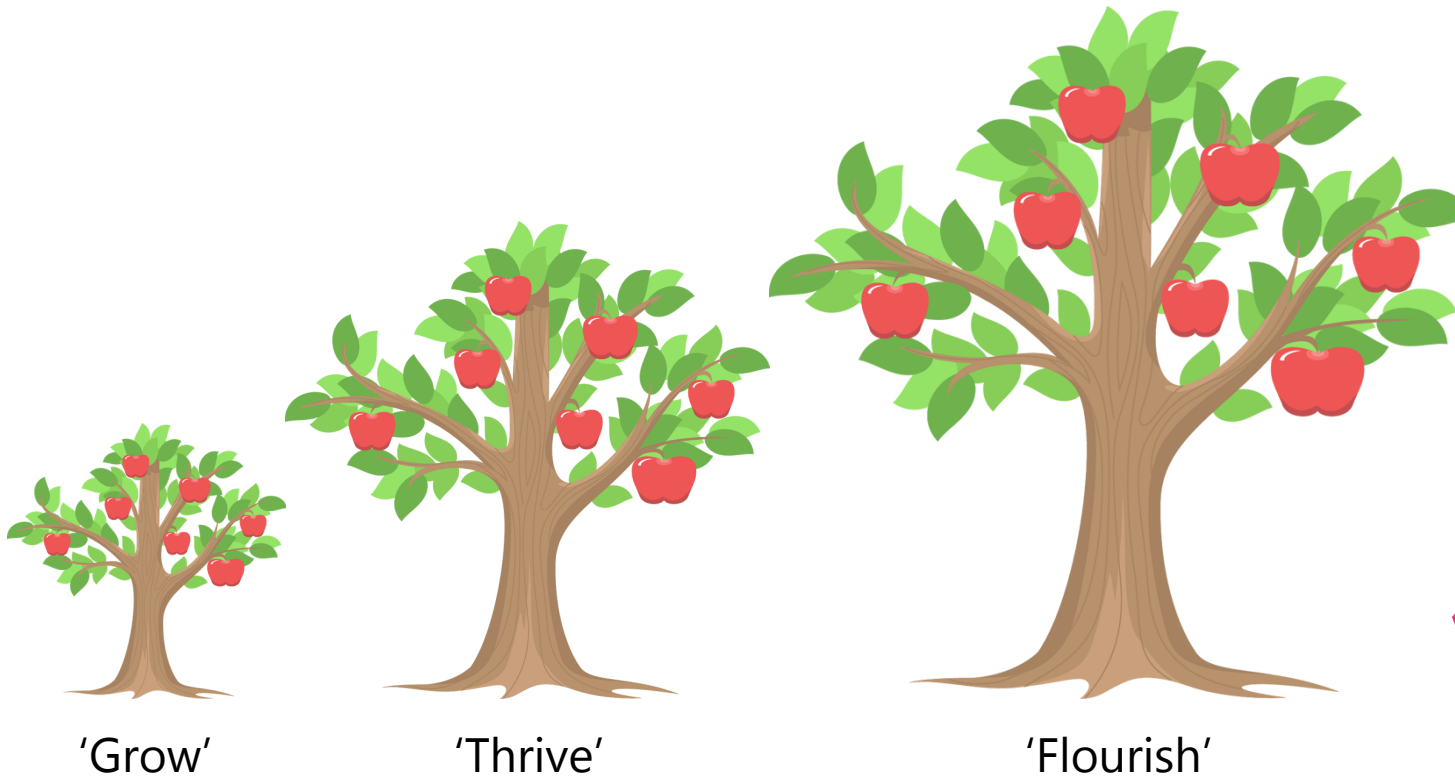
Ordinarily Available Provision for Children and Young People with Special Educational Needs

'Grow'   'Thrive'   'Flourish'

The right support in the right place at the right time

Contents

Key Links

SEND Code of Practice 2015 - SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Somerset Local Offer - Somerset's Local Offer

Effective Support for Children and Young People with SEND and their Families in Somerset

Somerset Parent Carer Forum - enable children and young people and their families to have a voice, gain support and resources and supporting families to support each other.

SENDIAS - information, advice and support for parent carers and children and young people in Somerset.

Glossary

Access Arrangements	'Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.' JCQ	**EP**	Educational Psychologist	**SEN**	Special Educational Needs
ACS	Autism and Communication Service	**FSM**	Free School Meals	**SENATAS**	Special Educational Needs Assistive Technology Advisory Service
ADHD	Attention Deficit and Hyperactivity Disorder	**HI**	Hearing Impairment	**SEND**	Special Education Needs and Disability
ASD	Autistic Spectrum Disorder (Autism)	**HQT**	'High Quality Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies '. EEF	**SENCo**	Special Educational Needs Coordinator
CAMHS	Child and Adolescent Mental Health Service	**Holistic Approach**	The process of using multiple sources to gather information and provide feedback to support and guide learning and assessment.	**SEMH**	Social Emotional Mental Health
CLA	Children who are Looked After	**KS**	Key Stage	**SLD**	Severe Learning Difficulty
COP	Code of Practice	**MLD**	Moderate Learning Difficulty	**SMART**	Specific, Measured, Achievable, Realistic, Time bound (Outcomes/Targets)
CP	Child Protection	**OT**	Occupational Therapy	**SPOT**	Sensory, Physical and Occupational Therapy Service
CYP	Children and Young People	**Outcome**	'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.' Code of Practice, p. 163	**SpLD**	Specific Learning Difficulty
EAL	English as an Additional Language	**PD**	Physical Disability	**SSE**	Support Services for Education
EHA	Early Help Assessment	**PIMS**	Physical Impairment and Medical Support Team	**VI**	Visual Impairment
EHCNA	Early Help Care Needs Assessment	**SALT**	Speech and Language Therapy	**VSLST**	Virtual School and Learning Support Team

Introduction

All children and young people (CYP) attending a mainstream school have an entitlement to access a minimum provision. The purpose of this document is to ensure every CYP in a Somerset school receives the support they are entitled to.

Most CYP in Somerset will have their needs met within Universal support through high quality teaching. Some CYP will require or need Special Educational Need (SEN) support at SEN Support level in addition to Universal support. This document sets out the ordinarily available provision in Somerset schools at both the Universal and SEN Support levels. (Code of Practice, Chapter 6).

The consultation process highlighted the need for a reduced overall length, and as such, the acronym 'CYP' rather than 'children and young people' is used periodically within 'Somerset's Graduated Response Tool'. The use of the acronym CYP can appear impersonal and therefore this will considered for future versions.

Establishing a minimum level of provision ensures;

- Clarity for school staff

- A provision guarantee for CYP and their families

- Support for discussion of CYP between school staff and support services

- Baselines against which the Local Authority can carry out its statutory duty to monitor provision for CYP with SEN.

One document cannot describe every possible intervention but the information in the pages that follow indicate what CYP and their families can expect from schools in Somerset.

How to use this document

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people (CYP) may have and the strategies and provision that should be in place to support them. Strategies, interventions, and support should be put in place as a **Graduated Response**, meaning that Universal strategies and provision are the foundation for **all learners**.

Many CYP will have needs that do not 'fit' into one of the four categories of SEN and therefore a number of the four broad areas of need may need to be referred to when using the tool to identify barriers and support strategies.

Universal Support

All CYP must have access to **high quality teaching** that focuses on inclusive practice and breaks down barriers to learning. For the majority of CYP this can be achieved through **identifying specific barriers**, followed by personalisation and differentiation using strategies in the **Universal** sections of this tool.

SEN Support

Where a CYP does not make expected progress despite trying a range of strategies in the Universal section of the tool, further **assessment** may be required. The **'How do I find out more?'** sections within each broad area of need contain assessment suggestions. The **SEN Support** sections of the Broad Areas of Need should be referred to when selecting strategies and intervention to put into place **in addition to** the strategies at the Universal level.

Where they are available, resources have been hyperlinked so that users can go directly to the relevant website. Hyperlinks are indicated by underlined text. We will endeavour to keep links up to date, however if you find a 'broken' link, do inform us via the MS Forms at the end of this document.

Statutory SEND Information

Legal duties of schools in regards to Special Educational Needs

The SEND Code of Practice 2015 is a statutory document and is very clear in setting out the responsibilities of schools in identifying and meeting the needs of all children and young people (CYP).

The Children and Families Act 2014, The Equality Act 2010 and the SEND regulations 2014 underpin the principles within The Code of Practice 2015. The key principles are :

- There **must** be regard given to the views, wishes and feelings of the CYP and parent carers

- **CYP and parent carers participate** as fully as possible in decision making and are supported to participate

- The **early identification** of CYP's needs and intervention to support them

- Greater **choice over and control for CYP** and parent carers over support

- Collaboration between education, health and social care services

- **High quality provision** to meet the needs of CYP and a focus on **inclusive practice** and removing barriers to learning

- **Successful preparation for adulthood**, including independent living and employment

Every school is required to not only to identify the SEN of the CYP, but also address it. Section 6 of the CoP 2015 clearly sets out the statutory duties of mainstream schools (including, maintained schools and academies that are not special schools, maintained nursery schools, sixteen to nineteen years academies, alternative provision academies and Pupil Referral Units).

'Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.'

Code of Practice, 6.58

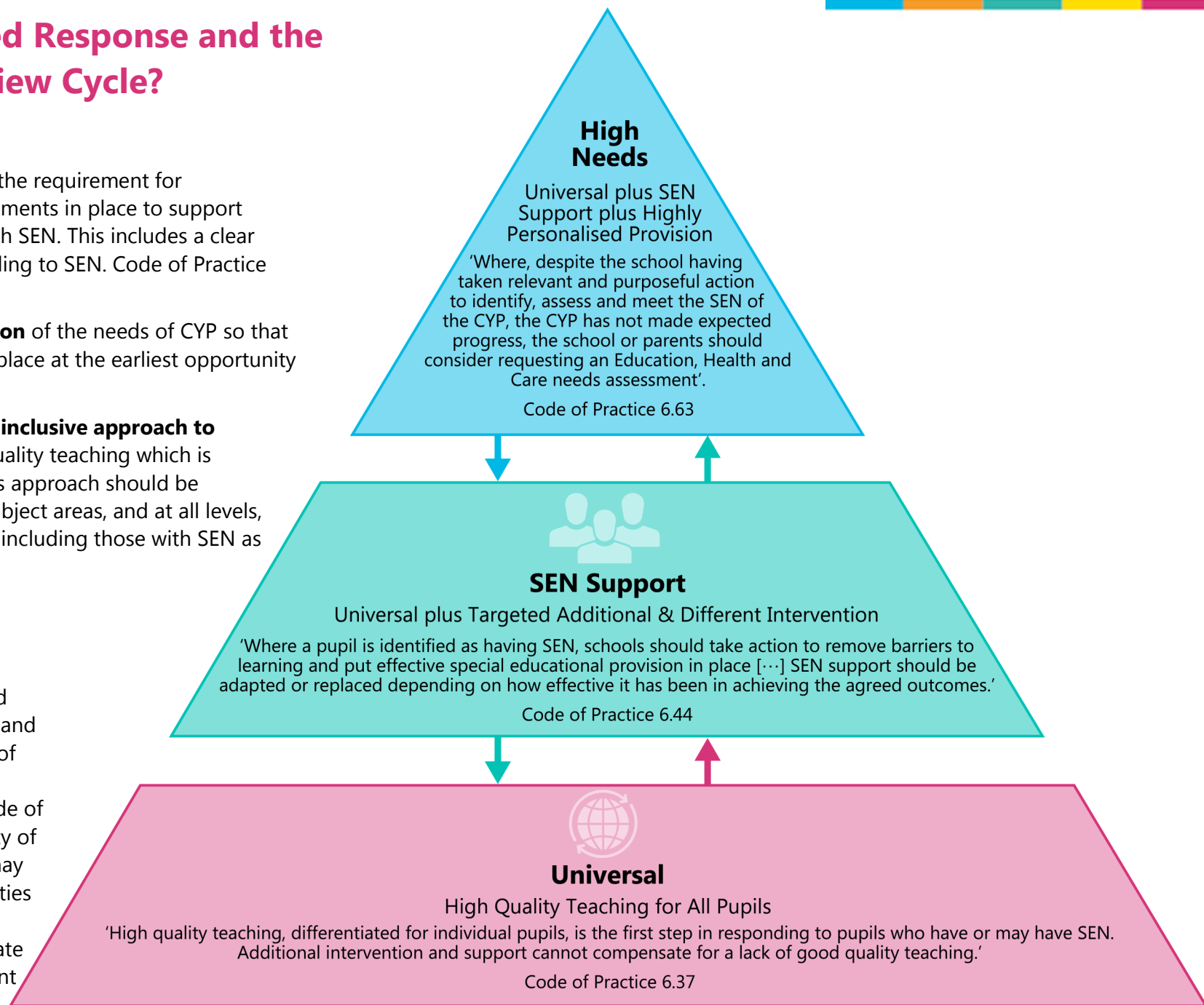# What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The Graduated Response

The SEND Code of Practice outlines the requirement for educational settings to have arrangements in place to support children and young people (CYP) with SEN. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 6.

The importance of **early identification** of the needs of CYP so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.

Educational settings should offer an **inclusive approach to learning and teaching**, with high quality teaching which is differentiated for individual CYP. This approach should be embedded in their provision in all subject areas, and at all levels, and support the teaching of all CYP, including those with SEN as per the Teacher Standards 2021.

For most children or young people where there is a concern, the school should work through a **graduated response** 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

High Needs

Universal plus SEN Support plus Highly Personalised Provision

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the CYP, the CYP has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment'.

Code of Practice 6.63

SEN Support

Universal plus Targeted Additional & Different Intervention

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place [···] SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.'

Code of Practice 6.44

Universal

High Quality Teaching for All Pupils

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'

Code of Practice 6.37

What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The graduated response is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' Code of Practice 6.44.

Progress should be monitored at every stage of the graduated response process.

Please see the SEN Graduated Response Flowchart in the additional documents available on the Local Offer.

Assess, Plan, Do, Review

Assess — Identify a child or young person (CYP) as needing SEN Support, drawing on assessments, the individual development in comparison to peers, and CYP and parent carer input
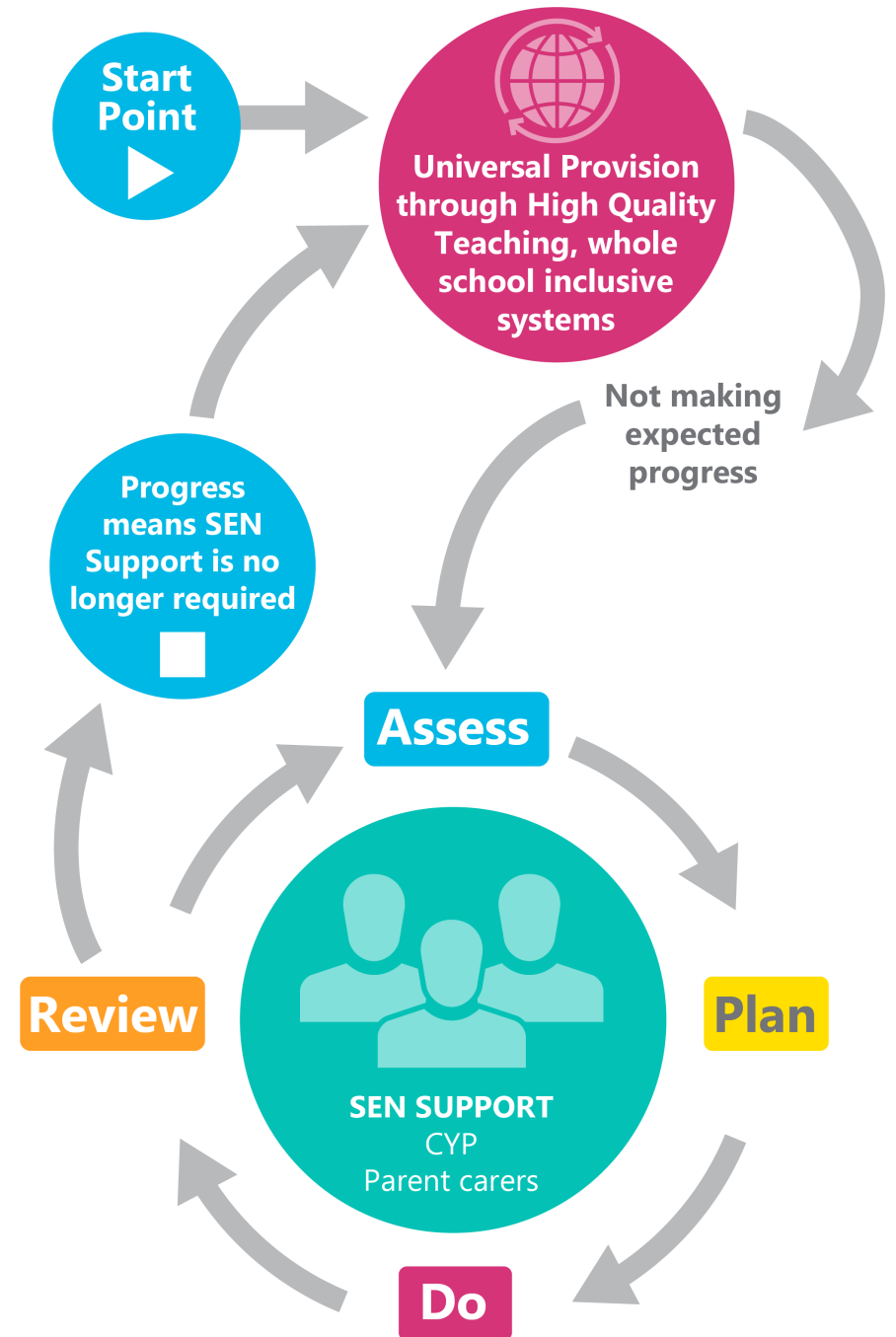
Plan — School, CYP and parent carers create a plan with appropriate support and intervention provided to meet the identified needs. Specific, Measurable, Accurate, Time-bound (SMART) targets are set and a review is arranged

Do — Professionals, parent carers and CYP carry out the agreed plan

Review — Professionals, parent carers and CYP review progress towards SMART targets. If there are still a SEN that are not being met, the cycle starts again with a reassessment of need updated SMART targets and provision

Start Point ▶

Universal Provision through High Quality Teaching, whole school inclusive systems

Not making expected progress

Progress means SEN Support is no longer required ■

Assess

Review

SEN SUPPORT
CYP
Parent carers

Plan

Do

Education, Health and Care Plans (EHCPs)

Most children and young people (CYP) with SEN will have their needs met in their local mainstream setting. A few CYP will have an Education Health and Care Plan (EHCP). Most CYP with an EHCP will also attend their local mainstream setting.

An EHCP may be required when the nature and extent of a CYP's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings. See section below on Funding for more information.

Most CYP with EHCPs will continue to attend their local mainstream setting.

The Education, Health and Care Needs Assessment (EHCNA) is a twenty week statutory process set out in the Code of Practice. Requests for statutory needs assessment could be considered after following a graduated response (see section above for more information). A request for statutory needs assessment could be considered where 'despite relevant and purposeful action to identify, assess, and meet the SEN of the child or young person' they have not made expected progress (Code of Practice, 6.63).

More information about the EHCNA processes in Somerset can be found here Effective Support and on the Local Offer.

CYP with an EHCP require the appropriate strategies and support outlined in the Universal and SEN Support sections within this Somerset Graduated Response Tool. Any special educational provision they require will be detailed in Section F of their EHCP. Strategies and approaches included in the Somerset Graduated Response Tool document will not usually be included in Section F as they are considered normally available in all settings. However, an intervention or strategy described in this document might also be included in Section F if it needs to be delivered in a specific or personalised way. Provision included in Section F will usually specify the frequency, duration, and nature of the support required.

Funding

What funding is available to meet the needs of all children and young people (CYP) with SEN?

In mainstream settings each CYP on roll will receive **Element 1 funding Age Weighted Young Person Unit (AWPU).** This funding is at different levels according to the age of the CYP.

There are then two main sources of SEN funding in schools.

The first is the SEN delegated budget. This is also called **Element 2 or the Notional SEN Budget.** This is where each school receives funding for SEN according to a number of indicators of need in the school's population. These indicators include factors such as free school meals, social deprivation factors, English as an Additional Language (EAL), attainment levels etc.

Mainstream schools are expected to meet up to the first £6,000 of provision for CYP per year who are identified as having SEN Support needs. This is in addition to the Element 1 funding which is in place to support all CYP and comes from the Element 2 or the Notional SEN Budget.

If provision required to meet the needs of a CYP is above the Element 1 and 2 funding, then **Element 3 funding can be applied for through an Educational Health Care Needs assessment**. See the Education Health and Care Plan page for more information.

Element 3 (also known as top up funding) is allocated to a CYP when they are in receipt of an EHCP, and this funding is ring fenced to the individual CYP.
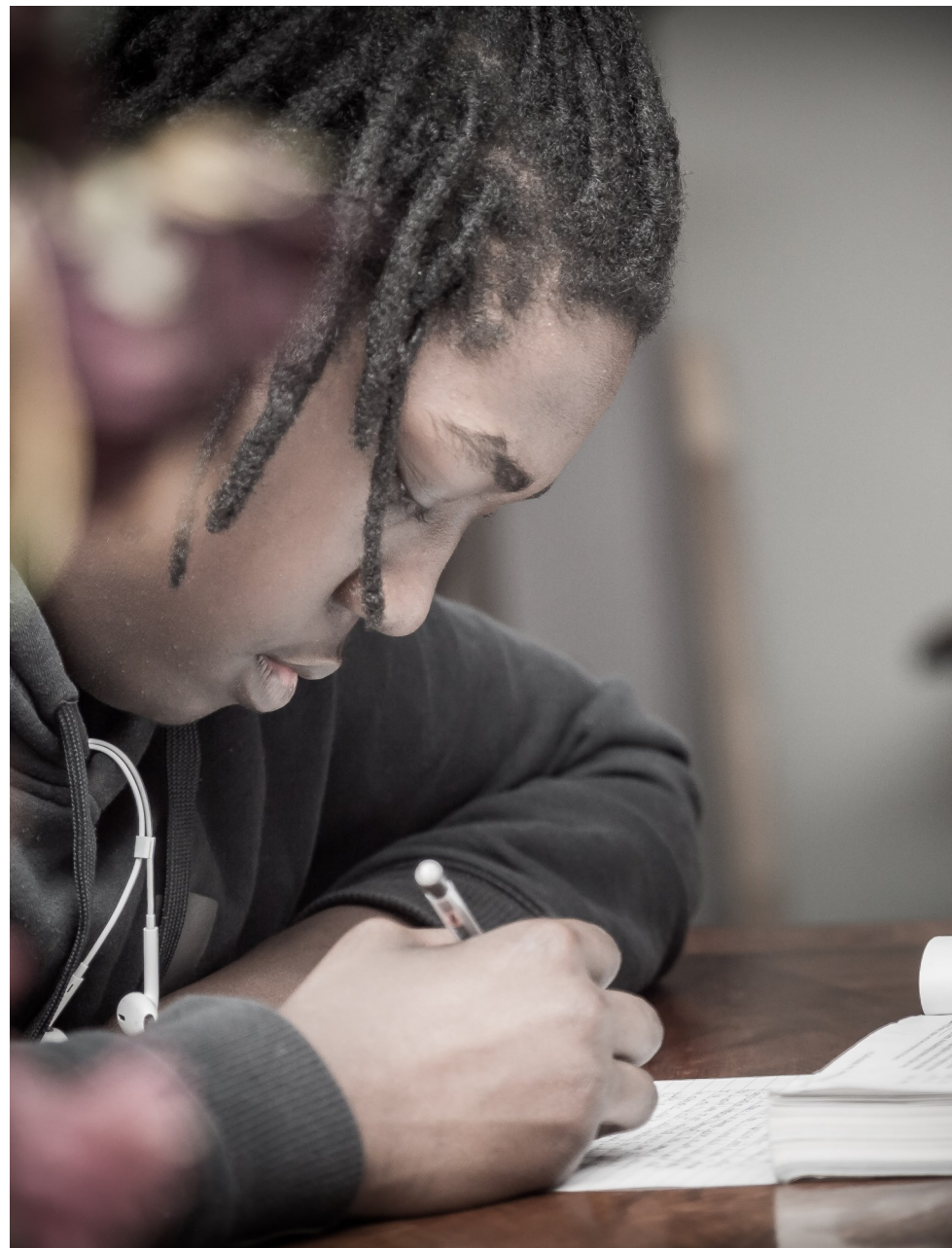
Expectations for Teachers, Governors, SENCOs and Headteachers

These expectations are drawn from:

- SEND Code of Practice 2015
- Headteacher Standards 2020
- Teachers' Standards 2021
- Governance Handbook 2020
- Children and Families Act 2014 (legislation.gov.uk)
- Equality Act 2010 (legislation.gov.uk)
- UN Convention on the Rights of the Child - UNICEF UK
- UN Convention on the Rights of Persons with Disabilities: initial report on how the UK is implementing it - GOV.UK (www.gov.uk)

Expectations for Teachers, Governors, SENCOs and Headteachers

Governors must

- Be aware of their legal duties in relation to children and young people (CYP) with SEN as per The SEND Code of Practice and Children and Families Act 2014 and have a good working understanding of these documents.

- The governing body have the legal duty to focus on the school's systems and processes for supporting CYP with SEN rather than provision for individual CYP.

- Ensure that there is a suitably qualified teacher designated as Special Educational Needs Coordinator (SENCO).

- Ensure that SEN duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEN, a broad and balanced curriculum, record keeping of SEN provision and engagement and participation for all CYP.

- Ensure the schools notional SEN budget is appropriately allocated to support CYP with SEN.

- Have a member of the board with specific oversight for the school's SEN arrangements.

- Build a good working relationship with the SENCO and meet with the SENCO on a regular basis.

- Help to review the school's policy on provision for CYP with SEN and the school's approach to meeting the needs of those with SEN.

- Ensure that the school website publishes the school's SEN offer and link to The Local Offer.

Did you know?

Any governing body that subscribes to SSE's Governor Services package can access a toolkit on their resource page. There is also specific SEN Governor training available.

For more information please visit: http://www.supportservicesforeducation.co.uk/Ser vices/3255

Expectations for Teachers, Governors, SENCOs and Headteachers

Headteachers must

- Ensure the school holds ambitious expectations for all children and young people (CYP) with SEN.

- Establish and sustain culture and practices that enable CYP to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parent carers and professionals, to identify the additional needs and SEN of CYP, providing support and adaptation where appropriate.

- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice 2015.

- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

- Ensure that responsibilities are met under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensure a suitably qualified and experienced teacher is designated as SENCO and allowed sufficient non-teaching time to carry out their duties.

- Have a clear approach to early identification of SEN and response to identified needs.

- Ensure School SEN Information Report is produced and published online in accordance with section 69 of the Children and Families Act 2014.

- Ensure the SENCO is able to support and advise you and the governing body in determining strategic development of SEN policy and provision – this is achieved most effectively by the SENCO being a member of the SLT.

- Ensure the SENCO and governors are aware of the SEN budget and how it is being used and value for money is secured.

Did you know?

You must accept school applications from CYP with SEN (and Looked After Children) and make reasonable adjustments for CYP with disabilities.

Expectations for Teachers, Governors, SENCOs and Headteachers

Teaching staff must

- Be aware that teachers are responsible and accountable for the progress and development of the children and young people (CYP) in their class, including where CYP access support from teaching assistants or specialist staff.

- Have a clear understanding of the needs of all CYP, including those with SEN, and be able to use and evaluate distinctive teaching approaches to engage and support them.

- Set goals that stretch and challenge CYP of all backgrounds, abilities and dispositions.

- Have a secure understanding of how a range of factors can inhibit CYP's ability to learn and how best to overcome these.

- Manage classes effectively, using approaches which are appropriate to CYP's needs in order to involve and motivate them.

- Remain responsible for working with CYP on a daily basis. Where interventions involve time away from the main class teacher, the teacher retains responsibility for the CYP.

- Work closely with teaching assistants to inform the planning and to assess the impact of interventions and link them to classroom teaching.

- Work closely with parent carers and CYP to identify strengths, barriers and support strategies.

- Follow a graduated response to identifying barriers and implementing support strategies.

Did you know?

There is a helpful guidance report around supporting SEN in Mainstream published by the Education Endowment Foundation (EEF) available here: Special Educational Needs in Mainstream Schools | EEF

Expectations for Teachers, Governors, SENCOs and Headteachers

SENCOs must

- Be able to support and advise the Headteacher and governing body in determining the strategic development of SEN policy/provision in the school – this is achieved most effectively by being a member of the SLT.

- Have day-to-day responsibility for the operation of SEN policy and specific support to children and young people (CYP) with SEN, including those with an EHCP.

- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO.

- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.

- Be aware of the Local Offer provision and provide support to families to ensure CYP with SEN receive appropriate support.

- Ensure your school keeps its record of CYP with SEN up to date.

- Compile an annual report for school governors about the provision for, and progress of, CYP with SEN.

- Have knowledge of the SEN budget and how it is used.

- Advise on the graduated approach to providing SEN support.

- Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.

- Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Did you know?

As a SENCO you are able to access the range of support available via SENCO Networks, the Virtual School Learning Support Team and Joint Pyramid Inclusion (JPI) meetings.

Expectations for Whole School Inclusion

These expectations are drawn from The Code of Practice 2015, and EEF SEND in Mainstream Guidance Report 2020. They outline the expectations that will promote inclusion for all children and young people (CYP), including those with SEN, that are not detailed within the Broad Areas of Need section of this document.

Assessment	Practitioners ensure that formative assessment and feedback are a feature of lessons. Assessment is used to reflect on pupil progress, and to identify, and act upon, possible barriers to learning.
	All schools should have a clear approach to **early identification** of SEN.
	Schools should use a holistic approach to assessment including, but not limited to, formative assessment, observation, checklists, diagnostic tools and CYP and parent carer voice.
	A regular cycle of Assess, Plan, Do, Review should be used to ensure that CYP with SEN are making progress.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.
Partnership with CYP and parent carers	The setting works in partnership with parent carers and CYP in decision making.
	Parent carers and CYP are supported to engage in decision making and supported to share their views.
	Tips, supports and resources are shared with parent carers.
	Parent carers are signposted to support available through The Local Offer.
Positive and supportive environment for all CYP	Promote positive relationships, active engagement, and wellbeing for all CYP.
	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.
	Remove barriers to participation.
	Provision should address the needs identified by the school.
Staff skills and learning	All practitioners, including Teaching Assistants, (TA) make a positive contribution to learner progress. The Education Endowment Foundation (EEF) guide might be useful for TA CPD Making Best Use of Teaching Assistants	EEF (educationendowmentfoundation.org.uk).
	There is a plan for on-going Continuing Professional Development (CPD) in relation to understanding and meeting the needs of CYP.
	Staff collaborate and have effective links with other relevant outside agencies and specialists for support, training, and supervision.
Transition and transfer	Support is in place for routine and life transitions when required.
	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.
	CYP and parent carers participate in decisions around transition and transfer.

Quick Checker

The Quick Checker can be used to support conversations between class teachers and parent carers at the initial concern stage (see SEN Graduated Response Flowchart). The Quick Checker is not a diagnostic tool but it is designed to identify barriers within the four broad areas of SEN.

Quick Checker for Cognition and Learning

There are concerns about the child or young person's:	Y/N
Lack of progress, even with differentiated high quality first teaching approaches which are targeted to gaps and barriers.	
Performance levels i.e., they are below the level within what most children and young people are expected to work.	
Difficulty acquiring basic literacy skills and knowledge, for example, phonics, reading fluency and reading speed.	
Difficulty acquiring basic maths skills and knowledge, for example, number bonds, applying and remembering maths learning.	
Retaining and recalling information—in the short and/or long term.	
Difficulty in dealing with abstract ideas, applying from prior learning and problem solving.	
Slow processing—they take longer to work through problems and tasks, but can do with longer time.	
Poor independent learning skills such as the ability to focus, listen, organise themselves, sequence, or sustain attention on a task.	
High level of dependence on adult support.	
Lack of confidence, avoidance of tasks and reluctance taking risks.	

Quick Checker

Quick Checker for Communication and Interaction

There are concerns about the child or young person's:	Y/N
Expressive language	
Expressive language—their ability to use language to communicate with others, for example, finding the words they need or putting them in a cohesive sentence.	
Difficulty with speech sound or articulation skills.	
Difficulty using speech sounds accurately.	
Ability to use and express their ideas with clearly voiced and fluent speech, for example, stammering.	
Receptive language	
Ability to understand and process language including auditory memory and vocabulary, for example, remembering length of sentence.	
Ability to understand a sentence as a whole, for example, may	
Attention and/or listening skills—their ability to engage successfully with language.	
Difficulty with sequencing words or events to tell a story.	

There are concerns about the child or young person's:	Y/N
Social and non-verbal communication	
Social communication, difficulty with social understanding and interaction, for example, building and maintaining friendships.	
Rigidity of thought, for example, ability to manage changes in routine, literal understanding and use of language.	
Difficulties with non-verbal communication such as eye contact, interpreting facial expression, non-verbal cues and prompts, body language.	
Poor awareness of needs of listener and what's appropriate, for example, not giving context, detail, speed of speech, tone of voice.	
Poor conversation skills, not taking turns, taking on board other's ideas, following another's topic of conversation, using a monologue, dominating the conversation.	

Quick Checker

Quick Checker for Sensory and Physical: Physical Needs

There are concerns about the child or young person's:	Y/N
Physical skills/needs are affecting their learning and/or access to the curriculum.	
Physical skills/needs effect their stamina and endurance levels impacting on quantity and quality of work achieved (such as fatigue).	
Physical skills/needs affecting their ability to access the school site/facilities.	
Physical skills/needs requiring them to have assistance with personal care/moving and handling.	
Physical skills/needs requiring additional support/equipment to evacuate the building safely in the case of an emergency.	
Physical skills/needs impacting on their ability to complete activities of daily living such as toileting, dressing, use of cutlery, use of scissors, writing etc.	

Quick Checker

Quick Checker for Sensory and Physical: Visual Impairment (Vision Loss)

There are concerns which may be related to vision loss about the child or young person's:	Y/N
Holding printed resources and/or objects very closely or at an unusual angle.	
Failing to respond to non-verbal instructions.	
Losing their place when reading, skipping lines and struggling to find text on a page.	
Having difficulty accessing, or not paying attention to board work.	
Struggling in P.E., especially demonstrating poor spatial awareness.	
Appearing isolated in the playground.	
Having difficulty interpreting facial expressions, social cues and can get too close.	
Being withdrawn or demonstrating behavioural issues.	
Tripping over, or having difficulty with steps/stairs/uneven ground.	
Has difficulty orientating in an unfamiliar environment.	

Quick Checker for Sensory and Physical: Hearing Impairment (Hearing Loss)

There are concerns which may be related to hearing impairment about the child or young person's:	Y/N
Having noticeable delays or gaps in attention and listening, play, communication and understanding spoken interaction.	
Showing some of the following: poor speech intelligibility, difficulty with recognising and responding to phonics, limited vocabulary both receptive and expressive, and immature grammatical structures in spoken language.	
Being distractible in class, having poor listening skills in a busy environment, and asking you to repeat often.	
Having low levels of confidence.	
Voice varies considerably, which may be due to group size, distance from board/teacher, reverberant rooms or poor light levels.	
Being dependent on visual cues from their teacher or peers.	
Having difficulty in responding to questions, instructions, starting work after teacher input or discussion, recalling information, social and academic interaction with peers.	

Quick Checker

Quick Checker for Social, Emotional and Mental Health

There are concerns about the child or young person's:	Y/N
Ability to plan, attend, organise, regulate themselves and manage change.	
Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.	
Attendance at school.	
Maintaining healthy peer relationships and friendships.	
Behaviour at home that may not be seen at school.	
Engagement with the curriculum.	
Changes in demeanour and/or appearance.	
Unpredictability of behaviour with lack of obvious triggers.	
Low confidence and/or self-esteem.	
Failure to make anticipated progress across many areas of the curriculum.	

Inclusion for each Broad Area of Need

We have separated this section by the four areas of need set out in the Code of Practice.

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Whilst there is a wealth of suggestions and strategies, this is not an exhaustive list of the barriers that you might see and the provision that could be used to support children and young people (CYP).

Children and young people (CYP) say:

When I had an assessment for what would make my life at school easier, they were quite willing to put procedures in place.

The education was brilliant. because I got all of the right help.

There needs to be a broader and better understanding of SEND in order to give people a better experience in a mainstream school.

Cognition and Learning

SEND Code of Practice

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' Code of Practice, 6.30 and 6.31.

Children and young people (CYP) say:

I have a really hard time lining up numbers

It feels like something is pushing me down.

Embrace our difference.

I would look at pictures and pretend I was reading.

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**General** Many CYP show a slower rate of progress than their peers. This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality teaching and in class support at a universal level. It is important to check hearing and vision prior to consideration of or assessment for cognition and learning barriers. **Reading** CYP may have difficulty with**:** • Engaging with reading independently or with some adult support • Making progress in their reading skills such as reading accuracy, fluency and comprehension • Reading words outside of their vocabulary • Matching the quality of written work with their language skills	**General** • Understanding strengths and interests • Knowledge and understanding of barriers to learning • Knowing CYP starting point and next steps to develop learning • Consistent HQT (see Special Education Needs in Mainstream School) • Activate prior learning • Teaching using a multisensory approach with a lot of opportunities for overlearning • Teaching is sequential build on what the CYP knows • Model, scaffold to independence • Use of effective questioning to enable engagement in learning • Regular assessment informing next steps • Opportunities to talk through learning with a peer • **VSLST Core Training** available in a range of areas of cognition and learning. Training request form available via VSLST resource pages on SSE or via school's VSLST advisory teacher • Call Scotland resources and guidance posters **Reading** • Use strengths, hobbies, interests and choice to engage students in reading • Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books) • Daily reading- short and frequent • A strong culture of reading for meaning and enjoyment with an emphasis on language development and comprehension • Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation • Being read to and talking about text, developing comprehension skills such as summarising, predicting and inference

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Phonological awareness skills** CYP may have difficulty with**:** • Identifying syllables, alliteration, rhyme • Identifying and recalling individual sounds, graphemes • Blending sounds and segmenting sounds orally • Identifying and recalling individual phonemes (sounds) **Recognising common high frequency words** CYP may have difficulty with**:** • Remembering letter-sound relationships for reading and spelling • Remembering high frequency words for reading and spelling • Accurate and/or fluent reading • Matching the quality of their written work with their language skills • Understanding (comprehending) text • Inferring meaning from and/or answering questions about text • Reading words outside of their vocabulary	**Phonological awareness skills** • A cumulative multisensory phonics teaching programme, including applying skills in context with frequent opportunities for overlearning • A synthetic phonics teaching programme, including applying skills in context with frequent opportunities for overlearning **Recognising common high frequency words** • Teach HFW using a multisensory approach, overlearn and use in context • Pre teach vocabulary • Opportunities to listen to stories read and developing language skills (Teacher read aloud sessions) • Explicit teaching of reading skills such as inference, scanning and summarising • Paired reading approaches with peers • Use of audio books, reading software such as ClaroRead and reading pens • Paired reading • Teaching of topic vocabulary • Use drama and role play to support understanding of text • Use of abridged versions of texts to support access to more challenging material

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	CYP may appear: • Anxious or refuse when asked to read aloud • To have over reliance on adults or peers and to avoid reading • To overly rely on images and contextual clues when reading • To dislike or avoid reading at home **Spelling** CYP may have difficulty with**:** • Accurately spelling high frequency words and spelling rules such as root words, prefixes are not secure • Recalling and/or knowing graphemes • Spelling accurately using the correct grapheme (letter) choice i.e. spelling phonetically • Breaking down words into syllables and sounds	**Resources** • Sound mats, key words, phonics games, plastic letters, ability and interest appropriate reading books • Essential Letters and Sounds, Sound Linkage, ReadWrite inc ReadWriteInc Fresh Start, Rapid Readers, Read, Write Gold **Spelling** • A structured multisensory programme spelling programme based on accurate assessment delivered with regular opportunity for overlearning and applying in context • Teach 'etymology' the roots, suffixes, and prefixes of words • Teaching of topic vocabulary • Use of 'boxes' font when introducing words – supporting CYP to see the physical structure of a word, using visual clues as well as spelling strategies **Resources** • Key word mats, vocabulary lists, glossaries • Essential Letters and Sounds, Sound Linkage, ReadWrite inc ReadWriteInc Fresh Start, • Word Shark, Units of Sound • Apps: A+ Spelling, Mt Thorne Spelling with Dragons

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**What can help?** (Strategies and provision)
Universal	**Writing/Recording** CYP may have difficulty with: • The pace or quality of their handwriting and/or letter formation, and do not competently use an alternate method of recording • Understanding accurately using punctuation and grammar • Difficulty forming or remembering sentences • Sequencing thoughts • Word finding • Written work does not reflect ability or knowledge when speaking	**Writing/Recording** • Engage prior knowledge around the subject • Teach relevant vocabulary • Opportunities to talk before writing and to 'talk like an expert' • Support writing with images, actions and drama • Model the thinking process around language choice, grammar and mark when writing • Allow thinking time • Rehearse sentences **Resources** • Writing support such as pen grips, writing slopes, alternative methods of recording using technology such as speech recognition (Dragon Naturally Speaking) with training on their use • Dictate function on Office 365.More information can be found at Dictate in Microsoft 365 • Word banks and scaffolding materials such as sentence starters, graphic organisers, pictures, labels, images, writing frames • Talking tins for recording short sentences/other recording devices for longer pieces of writing (speech to text) • Magpie books for word finding
	Numeracy - General CYP may have difficulty with: • Remaining focused or motivated when learning in maths • Learning new mathematical skills	**Numeracy - General** • Start with opportunities for success • Understand the specific barriers and strengths of learners • Chunking, colour-coding, highlighting, regular review of learning points • Opportunities to consolidate learning through play

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Numeracy –General continued** • Making progress in their maths learning • Sharing their thinking around maths tasks with peers or adults • Using or applying mathematical concepts • Sense of number and estimation • Keeping up with the pace of learning • High levels of anxiety within the maths classroom • Mental arithmetic skills • Basic understanding of quantity • Understanding Base-10 • The four operations of addition, subtraction, multiplication and division • Recording operations using written methods • Difficulty understanding specific concepts such as fractions, ratio, percentages, time and money **Reading skills in maths** CYP may have difficulty with: • Reading mathematical questions • Reading maths as a pace that is line with peers	**Numeracy –General continued** • Access to worked examples and read world examples • Allow the CYP to talk through their learning and thinking • Reinforce understanding of maths using 'hands-on' diagrams and models • Follow Concrete, Pictorial, Abstract sequence of learning to introduce new concepts • **VSLST Core Training** available in a range of areas of numeracy-training request form available via VSLST resource pages on <u>SSE</u> or via school's VSLST advisory teacher • **Dyscalculia toolkit resources** <u>Products – Dyscalculia Toolkit</u> • <u>Bradford Primary Maths Toolkit</u> **Reading skills in maths** • Provide key words and sentence frames to support discussion around maths • Peer reading support for language heavy questions • Use of visuals and actions to support the introduction of new mathematical vocabulary and concepts. Allow extra time, chunk and colour code steps in a problem

Cognition and Learning

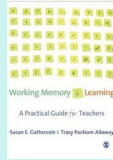Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Reading Skills in maths continued** • Understanding and using new mathematical language • Remembering longer mathematical questions • Using decimal points and place value • Reading or 'seeing' vertical tables **Memory and speed of working in maths** CYP may have difficulty with: • Remember verbal instructions, remembering information, keeping up with the pace of lessons • Remembering sequences of numbers and therefore times tables • Remembering words for symbols and the procedure the symbol represents • Remembering where to begin in a page and presenting work in an organised way • Finishing work in the given time scale • Answering independent or confidently and they may need lots of checking from adults or peers • Managing stress when working in time pressures	**Reading Skills in maths continued** • Use a large red decimal point and make it obvious • Print tables in a different colour or highlight them **Memory and speed of working in maths** • Avoid copying from the board • Carefully choose language and length of verbal instruction. Encourage highlighting and chunking. Present information in a multisensory way • Teach times tables in a multisensory way with colour, rhyme, music finger tables • Teach each symbol in a multisensory way with physical movement and memory cards and on active displays • Discuss page size, model examples and use larger squared paper or mark where to start • Practice 'against the clock'/sand timer in fun ways. Allow more time, allow time for discussion before timed tasks • Develop estimation skills so that they can be more confident with their answer when comparing to an estimate • Lots of opportunities to work in timed situations with limited pressures

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**What can help?** (Strategies and provision)
Universal	**Directional confusion in maths** CYP may have difficulty with: • Using left and right • Mathematical language such as prepositions (above, below) horizontal, vertical, diagonal • Reading from and recording on tables, charts and graphs	**Directional confusion in maths** • Use a marker to help pupil start in the right place, prompt and sit with peers • Use physical movement to demonstrate direction, signing or communication in print • Colour code axes and column, row headings, use an L-shaped piece of card to read from tables/ use direction arrows on graphs and colour code co-ordinates **Resources** • Access to concrete resources (an' enable table') whiteboards, number lines, range of concrete resources • See Manipulatives (maths.org) for support using manipulatives • See Videos of children using Cuisenaire rods: The Cuisenaire Company
	Cognitive barriers to learning (Executive Function) **Working Memory** Working Memory is crucial for developing fluent literacy and numeracy skills, organisation and following instructions. CYP may have difficulty: • Remaining focused on the task and/or appear not listen effectively • Being motivated to learn • Keeping up with the pace of whole class teaching and learning • Remembering instructions	**Cognitive barriers to learning (Executive Function)** **Working Memory** • Guide to Executive function: executivefunction101ebook_344.pdf (edrevsf.org) • Working Memory Core Training through VSLST- Request form on VSLST Resource pages of SSE • Recap information from the previous lesson, reminders of the 'big picture' of learning • Provide a visual model/example so the pupil knows what is required • Be prepared to repeat instructions or modify how the learning activity is presented (repeat with a smile) • Remove distractions • Gain CYP attention before giving instructions • Teach listening skills

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**What can help?** (Strategies and provision)
Universal	**Working Memory continued** • Managing multi-step tasks and problem solving • Copying from a worksheet or the board • Understanding and/or retaining verbal information (auditory processing) • Understanding and/or retaining written information • Organising tasks such as time keeping, homework, equipment • Making academic progress • Keeping their place in tasks • They may appear to daydream • Peer social interactions	**Working Memory continued** • Avoid split attention • Reduce cognitive load • Keep it short and simple (KISS) • Teach key vocabulary and overlearn • Give processing time (wait time) • Ask pupil to repeat instruction • Dual coding (visual and aural presented together) • Clear uncluttered presentation with no unnecessary images • Clear visual environment • Colour coding and highlight of key information • Where possible include movement and rhythm, as a moving image is often remembered more easily • Use CYP strengths, such as drawing, to map out thoughts using diagrams or flow charts • The use of visuals e.g. task steps, visual timetable, now and next boards • Use scaffolding but look for opportunities to remove it over time • Teach the CYP strategies to minimise cognitive load such as note taking, highlighting, skimming and scanning, mind mapping, visualisation, colour coding, memory aids, Apps, memory games • Use of small memory aids such as on a keyring with key words, facts, calculation techniques, sentence starters **Resources** • Relevant visual prompts • Provide print outs of key information to avoid the need to copy from the whiteboard • Use digital aids such as recording devices and i-Pads to help retain the essential information • Text to speech software - such as apps • Understanding how working memory problems impair classroom learning (cam.ac.uk)

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Speed of Processing** Processing speed is the pace at which you take in information, make sense of it and begin to respond. This information can be visual, such as letters and numbers. It can also be auditory, such as spoken language. • CYP may: • Take significantly longer than peers to start and complete tasks • Appear to forget information or instructions • Seem easily distracted • Give up easily and appear frustrated with learning • Lack confidence in their learning **Approaches to learning** CYP may: • Lack confidence and be reluctant to take risks in their learning and copy peers • Appear tired, distracted or passive • Appear anxious when asked to share learning • Have varied performance • Lack perseverance and have low self esteem • Be reluctant or unable to ask for help • Be overdependent on adult support	**Speed of Processing** • A calm quiet environment when giving instruction • Give time to process any information that is given either orally or in written form • Give time to think and recall the word needed to answer question (take up time) • Give time to recall / formulate sentence / thoughts • Give time to be able to recall the appropriate sounds when spelling • Give time to be able to retrieve the correct sound and blend them together when reading • Give extra time to complete tasks. It is also important to be aware that the CYP may find tasks more tiring than other pupils • Chunk information • Accompany talk with demonstration where possible • Visual processing - provide 'windows' to section off written material **Approaches to learning** • Exploration of underlying learning needs using checklists or assessment • Pastoral support such as monitoring of self-esteem, regular specific praise • Use of student interests and strengths • Opportunities to learn how to play and to learn through play: learning-through-play_web.pdf (legofoundation.com) UNICEF-Lego-Foundation-Learning-through-Play.pdf • Ensure high levels of success • Role playing what to do when work is challenging • Developing scripts for when work feels difficult • Support to reflect on the successes, challenges and thought processes for a piece of work

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	To include Universal support plus: **General** Targeted interventions in small groups or one-to-one using evidence-based learning principles such as: • Direct instruction • Cumulative or over-learning • Practicing little and often • Emphasis on fluency as well as accuracy • Opportunities for application of skills Engagement through interests and strengths **EEF Promising Projects** contains a range of reviewed literacy and learning interventions as does Effective educational intervention database - Evidence 4 Impact **Literacy** • What-Works-5th-edition-Rev-Oct-2016.pdf (interventionsforliteracy.org.uk) • Pre-teaching intervention sessions - e.g. provision of a TA to help prepare learner for new topic • Evidenced based interventions to develop skills e.g. spelling, handwriting, literacy, numeracy • Catch up Literacy- ages six to fourteen 1:1 reading intervention for word recognition and comprehension Catch Up Literacy - Catch Up • iXL- English **Phonological awareness skills** • ILI- Individualised Literacy programme- 1:1 personalised literacy intervention. Training available through VSLST via SSE • Sound Linkage Intervention- all ages, identification and phonological training programme

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	• Ruth Miskin Phonics/Read write Inc phonics - <u>Ruth Miskin Training - Ruth Miskin Phonics Training</u> • Letters and Sounds - <u>Letters and sounds - GOV.UK (www.gov.uk)</u> • (resource - <u>PhonicsPlay</u>) • <u>EEF document - Phonics	EEF (educationendowmentfoundation.org.uk)</u> • <u>Rapid Readers</u> , Rapid Phonics and Rapid Readers Plus for KS3. Age appropriate material for struggler readers • Fisher Family Trust 'Lightening Squad' – reading intervention approved by National Tutoring Programme (Yr 1 – Yr5) <u>Success For All Phonics - FFT</u> • <u>Phase 1 Letters and Sounds</u> • <u>Herts Phonological Awareness Pack-</u> Primary and Secondary • <u>Teach your Monster to Read-</u> ipad based • <u>Project X CODE</u>- year two to four **Recognising common high frequency words** • Catch up Literacy- ages six to fourteen 1:1 reading intervention for word recognition and comprehension <u>Catch Up Literacy - Catch Up</u> • Switch-on Reading- KS2,3,4 1:1 <u>Switch-on™	The East Midlands Education Support Service (em-edsupport.org.uk)</u> • National Literacy Trust Skills Academy Secondary pupils- freestyle football or breakdancing themed sessions <u>Secondary school reading intervention football music (literacytrust.org.uk)</u> • <u>Words First High Frequency Words</u> • Precision Teaching- 1:1 intervention for targeted area of development. Training available through VSLST via <u>SSE</u>

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Spelling** • Read-Write Inc. Fresh Start- age nine to thirteen, groups of 1-4 , learners with gaps in reading skills <u>Read Write Inc. Fresh Start - phonics intervention for struggling readers (oup.com)</u> • <u>Spelling bank - 504 Spelling bank (keystage2literacy.co.uk)</u> • SNIP - <u>literacy_programme_1.pdf (snip-newsletter.co.uk)</u> • Precision teaching- training available from VSLST- book via <u>SSE</u> • (Resources link) <u>Spelling - British Dyslexia Association (bdadyslexia.org.uk)</u> • 'Spelling Rules, Riddles and Remedies' by Sally Raymond. – supporting learners struggling with spelling, using practical and dynamic resources to overcome spelling confusions • Spelling Detectives – group spelling intervention. Training available through VSLST via <u>SSE</u> • Consider all spelling sessions to have Phonological Awareness starter activity to practice listening for target sounds and breaking words into syllables **Writing/Recording** • Develop typing skills using resources such as Text Type, Typing Club • Support to develop keyboard awareness and touch- typing skills • Use of Communicate in Print • Specific handwriting interventions such as Speed Up! • Alternative means of recording used as necessary • Talk for writing – Pie Corbett - <u>Outstanding Teacher Training - Talk for Writing (talk4writing.com)</u> • <u>Write Dance</u> – handwriting for early years/infants • <u>Nessy Writing Beach</u> • Motor skills support interventions • <u>South Warwickshire Fine Motor Skills Intervention</u> • Big writing intervention Big Writing | Andrell Education

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Numeracy** **General** • Counting to Calculate-KS1 or KS2 ,KS4 working well below. Addresses misconceptions in early number. Babcock LDP - From Counting to Calculating • Accelerated Maths- cloud based Maths assessment and intervention activities Accelerated Maths - UK, Ireland and International (renlearn.co.uk) • Activities within: The Dyscalculia Solution: Teaching Number Sense, Emerson and Babtie • iXL- reception to Y13- online interactive and adaptive maths programme IXL | Maths and English Practice • Intervention to pre-teach concepts and vocabulary • Precision Teaching delivered by a training person- training available via VSLST • 1:1 or Group multisensory evidence based numeracy programme delivered by trained facilitator such as Catch-up Numeracy • Number Shark- ages five to fourteen years, catch up, maths foundations • First Class @ Number **Reading skills in maths** • A maths intervention/programme that targets language and speaking and listening in Maths • Precision Teaching delivered by a training person- training available via VSLST and bookable via SSE **Memory and speed of working in maths** • Daily 1:1 reading, teaching through errors. Daily one to one reading following an approach based on direct instruction with on-going planning and reviewing • Intervention to pre-teach concepts and vocabulary and revisit after lessons (See working memory interventions)

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Directional confusion in maths** • Use markers to help CYP start in the right place • Use PE and movement activities and large pieces of equipment to teach meaning of directional language in maths such as vertical, horizontal and diagonal • Use colour partitioning cards and a large coloured decimal point • Colour axes, columns and rows • Use directional arrows on axes **Cognitive barriers to learning (Executive Function)** **Working Memory** • 1:1 or small group support to learn and use memory support strategies. How Can I Remember All That? Or Improving Working Memory could support these sessions • Small group or 1:1 memory games such as those found here: Memory Games Ideas.pdf (bradford.gov.uk) • Ready Set Remember - [PDF]Download Ready Set Remember Full Book Online (pdfmedia.net) • Developing Memory Skills in the Classroom • Memory Magic Intervention, KS1-2 and includes an assessment tool **Executive Function Training (e-learning)** Executive Function Training	Support Services for Education An overview

Cognition and Learning

Universal - How can I find out more?

The children and young people (CYP) view regarding how they feel as a learner has been sought through child friendly means such as drawing, scaling, sorting activities etc. and this has informed SEN support planning.

Examples of ways to gather child or young person's views | Tools for schools (local-offer.org)

General Identification Tools

Devon and Babcock identification tools - for all areas of SEN

Literacy

British Dyslexia Association Checklists

Numeracy

The Dyscalculia Checklist Steve Chinn

Working Memory

Pearson Working Memory Checklist

Executive Skills in Children and Adolescents, Peg Dawson and Richard Guare (contains checklists)

Non-verbal Reasoning

Raven's Standard Progressive Matrices (SPM & SPM Plus)

SEN Support - How can I find out more?

Solution-focused practice toolkit | NSPCC Learning

Literacy

CTTOP2 2013 - phonological awareness, memory and naming speed

Dyslexia portfolio - evaluates literacy, processing and memory skills

York Assessment of Reading Comprehension - assesses reading accuracy, reading rate and comprehension

BPVS3 - assesses single word receptive vocabulary knowledge

Sound linkage 2014 - An Integrated Programme for Overcoming Reading Difficulties (includes assessment as well as intervention)

TOWRE 2011 - Sight word efficiency and phonemic decoding

GORT5 2011 - oral reading fluency and comprehension

Writing

DASH 2007 - speed and legibility of handwriting (age range nine years to sixteen years, eleven months)

Numeracy

More Trouble with Maths, Steve Chinn

GL Dyscalculia Screener

TOBANS—basic arithmetic and numeracy skills aged seven to eleven years

Working Memory

TOMAL-2 2007 - Memory Assessments

PhAB & PhAB2 Primary 2014 - test of phonological processing

RAN/RAS - Automated Naming and Rapid Alternating Stimulus

Cognition and Learning

Who else can help?

Useful signpost points:

VSLST- Somerset's Learning Support Advisory Team [Virtual School & Learning Support Team | Support Services for Education](#)

www.ipsea.org.uk - A useful site for free, legally based Special Education advice

www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.special-needs-kids.co.uk - An information directory for parents and carers

www.iassnetwork.co.uk - Advice and support for parents of children and young people (CYP) with SEN

www.oneplaceforspecialneeds.com/main/library_social_stories.html - A really useful set of social stories to share with CYP, covering topics ranging from coping with a new baby in the family to getting a haircut to making friends. The National Autistic Society website also provides guidance on writing your own personalised social stories

www.idponline.org.uk - Useful bank of strategies for high incidence SEN

dyspraxiafoundation.org.uk - Dyspraxia Foundation website

www.masteringmemory.co.uk - Boosting working memory programs for children age two to eleven or eleven to adult

https://www.mencap.org.uk/ and https://www.cerebra.org.uk/ for learning disabilities and difficulties support

Who else can help and support?

Talk to your CYP's class teacher, they may be able to offer support and advice

Every school has a SENCo and you can arrange to discuss your concerns with them

SENDIAS

School support can be sought from the Virtual School and Learning Support Team for Universal and SEN Support strategies. This is accessed through the school's allocated Advisory Teacher.

Communication and Interaction

SEND Code of Practice:

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' Code of Practice, 6.28. and 6.29.

Children and young people (CYP) say:

> I can't follow vague instructions and unplanned events are a nightmare.

> Ask and listen. Be curious about who I am.

> I struggle with strong smells, sounds and lights.

> I have worked with the learning support staff to make things easier for myself.

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**What can help?** (Strategies and provision)
Universal	The CYP may: **Receptive and Expressive language** Difficulties with the use of language • For example, limited vocabulary, difficulty putting words into sentences correctly • Immature speech sounds for example, 'gar' for 'car' Difficulties with listening and attention, • Following multi step instructions for example, over reliance on others, acting out/withdrawing behaviours • Difficulty understanding non-literal language/ vocabulary, for example, understanding jokes and sarcasm, idioms, synonyms Difficulties with understanding language • For example, may cue in to certain words, difficulty remembering length of sentence, limited vocabulary	**Receptive and Expressive language** • Close home/school links so school staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately • Personalised learning targets in agreement with the pupil if possible • Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities • Simplifying language • Sequential instruction giving • Checking back for understanding • Cue CYP into what you are saying • Modelling - adults to model and scaffold appropriate language and conversation skills • Teaching Children to Listen by Liz Spooner and Jacqui Woodcock Classroom environment: • **Physical:** quiet space to work, alternative seating (quiet area or near a buddy), limiting visual clutter, considering where pegs, lunch boxes, bags, individual drawers and personal items are kept – avoid crowds and easy access, keep classroom easy to move around • **Structural**: clear routine, verbal and written instructions – visual cues, clear and not distracting, visual timetables and vocabulary - keywords, now and next instructions, intervention groups, wristbands and other alerts, turn taking and communication skills, social skills groups, narrative pack, short, direct teaching, lesson planning based on CYP interest, high levels of paired talk, word walls, vocabulary work, key words, precision of language – good modelling of language and not correcting, word maps with pictures, using and practising scripts to help with new social situations and what to say/do, give the CYP a meaningful role in the school, rewards, visuals, motivators

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	The CYP may: <u>Some difficulty initiating conversation with adults and peers</u> • Knowing appropriate conversation starters • Knowing when it is your turn to speak, awareness of the listener **Social and non-verbal communication** • Some difficulty interpreting non-verbal cues and facial expression • Some inconsistent use of eye contact and non-verbal prompts • Some difficulty initiating conversation with adults and peers • Some difficulty maintaining conversation • Difficulties with listening and attention • Difficulties with processing and understanding language	• **Structural continued** - attention and engagement activities, clear target setting, responsibilities and independence, workstation, scaffolding, lunchtime groups if playground overwhelming, circle time/PSHE active listening, fact files, pen portraits, lunch groups supported by adults to model social interaction and communication, progression tools, competency framework for individuals and staff skillset • **Sensory:** keep noise and visual clutter to a minimum, identify triggers and calming strategies. https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbook-launched/send-news/ • **Communication friendly classrooms** – narrative development work. ICSTC - Inclusive Communication Somerset Total Communication. Schemes of learning provide opportunities for all. Small group support for language and social skill development • Close home/school links so school staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately • Personalised learning targets in agreement with the pupil if possible • Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities • Home - SLCF - The Communication Trust (slcframework.org.uk) Training for all education staff so they understand the basics of supporting SLC development • Inclusive Communication (ICSTC) • Information in CYPTS fact files for example, Helping children with unclear speech • CYPTS Fact File (Stammering), CYPTS website, Michael Palin Centre for Stammering (https://michaelpalincentreforstammering.org)

Communication and Interaction

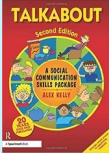Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	To include Universal support plus: • Modelling language • Small group or individual language sessions • Allow time for child to process and respond (ten second rule) • Social stories • Providing an additional method of communication e.g. use of ICT, symbol communication (for example, Makaton, Picture Exchange Communication System (PECS) • Black Sheep Press Materials • Attention Autism • TEACCH – Structured teaching and ensuring classroom set up/ workstation are in place **Social Stories** www.autism.org.uk Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why Whole class social stories can be used, with group working as a team for emotional regulation Comic Strip Conversations. By Carol Grey Training on Social Stories – Autism and Communication Service **ELKLAN** – primary and secondary (training first) Autism and Communication Service - www.supportservicesforeducation.co.uk/Services/3326 www.elklan.co.uk Elklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs and for parents.

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Teen Talk** http://teentalk.org.uk Counselling and support for YP to access themselves **Talk Boost (KS1 and KS2)** Autism and Communication Service provide training. www.supportservicesforeducation.co.uk/Services/3326 https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/ a targeted and evidence-based intervention, which supports language delayed children to make significant progress with their language and communication skills **Autism Education Trust (AET)** www.autismeducationtrust.org.uk Resources - tools for teachers' pack; Good Autism Practice - training Autism and Communication Service provide training. www.supportservicesforeducation.co.uk/Services/3326 **Socially Speaking:** Pragmatic Social Skills Programme for Pupils with Mild to Moderate Learning Disabilities by Alison Schroeder and Jacqueline Jomain **Talkabout (also Talkabout for Children and Talkabout for Teenagers)** Talkabout: A Social Communication Skills Package: Amazon.co.uk: Kelly, Alex: Books A social communication skills package. Beginning with a basic assessment procedure to evaluate the client's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills and training by the Autism and Communication Service provide training www.supportservicesforeducation.co.uk/Services/3326

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**PECS – Picture Exchange Communication System** http://www.mypecs.com/ Used to teach individuals with autism and special needs to initiate functional communication primarily through picture symbols **Parent Support Courses** Cygnets – six week Primary based Barnardo's Parent/Carer Training Course for CYP with an Autism diagnosis Toucan - four week programme for parents/carers of CYP with significant social communication differences as a primary need NAS Teen Life – six week programme for parents/carers for secondary and Post 16 CYP with an Autism diagnosis **Bespoke Assistant Educational Psychologist Intervention Package** Educational Psychology Service (somerset.gov.uk) Our team of Assistant Educational Psychologists are able to offer bespoke packages of support and intervention for individual CYP who need additional support. **Executive Function Training (e-learning)** Executive Function Training | Support Services for Education This training gives an overview of Executive Function; with a focus on the 8 Executive Function Skills (Working Memory, Planning and Prioritising, Organisation, Metacognition, Impulse Control, Emotional Regulation, Task Initiation, Flexibility), difficulties with Executive Function, assessment/measurement of Executive Function and strategies to support Executive Function

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**SCERTS (Social Communication, Emotional Regulation, Transactional Support) model** This comprehensive, multidisciplinary, educational approach designed for learners with autism and social emotional learning differences This virtual workshop will be informative and interactive, participants will have chance to ask questions and share ideas throughout the sessions. Introduction to SCERTS: A virtual workshop for professionals in Somerset	Support Services for Education For four to five year olds, the Nuffield Early Language Intervention (NELI) NELI: The Nuffield Early Language Intervention	Elklan Training Ltd (TARGETS vocabulary, narrative, listening and phonological awareness, evidence based programme) ICAN Inclusion by design Educational Support for Children with Developmental Language Disorder (DLD) (ican.org.uk) Inclusive Communication (STC) Word Aware - http://thinkingtalking.co.uk/word-aware/ - an evidence-based approach to improving children's vocabulary knowledge Follow CYPTS intervention plan if known to SLT

Communication and Interaction

Universal - How can I find out more?

Profiles

Getting to know a children or young person (CYP) and having a pupil profile

AET progression Framework https://www.autismeducationtrust.org.uk/resources/progression-framework

Universally Speaking check lists Universally Speaking (ican.org.uk)

ICSTC – Inclusive Communication in the learning environment school training Subscribe to STC - Signs and Symbols | Support Services for Education
Toolkit for SLCN (Speech, Language and Communication Need) www.supportservicesforeducation.co.uk/Page/12349
Autism Toolkit www.supportservicesforeducation.co.uk/Page/12349

AET Early Years resources Early Years Standards Framework | Autism Education Trust

Speech Sound screener https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/sample-page/speech-sound-development/

Speech and Language Screener (Talk boost)

Other

ELKLAN -language builders training https://www.elklan.co.uk/Training/

Learning walks by SENCo for quality assurance

Structured Conversations for identification of social communication and SLCN differences

Autism Education Trust (AET) has lots of frameworks and resources: Autism Education Trust

ICAN progress checker for Parents Progress Checker home (ican.org.uk)

Home - SLCF - The Communication Trust (slcframework.org.uk) Training for all education staff so they understand the basics of supporting SLC development

CYPTS Fact File (Stammering) https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/sample-page/fact-files/

CYPTS website https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/

Michael Palin Centre for Stammering (https://michaelpalincentreforstammering.org)

Communication and Interaction

SEN Support - How can I find out more?

School Assessment

TALC (Test of Abstract language comprehension) Assessment

GL Emotional Literacy Assessment

Talkabout Assessment Tool

Coventry Grid

BPVS (British Picture Vocabulary Scale)

Strengths and difficulties questionnaire

Developing Baseline Communication Skills

Socially Speaking assessment

YARC (York Assessment Reading and Comprehension)

Social Communication Check List RAG ICAN

AET Sensory Profile - Autism Education Trust

ICAN Tracker - I CAN trackers

CYPTS website - https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/

Autism and ADHD pathway - Autism and ADHD Pathway (somerset.gov.uk)

Who else can help?

CAOT - Childrens Autism Outreach Team birth up to thirteen years support for children and young people (CYP) and their families with an Autism diagnosis Childrens Autism Outreach Team (CAOT) (somerset.gov.uk)

CYPTS telephone advice line: Tel: 0303 033 3002 – Monday to Thursday 09.00 - 12.00

ICAN - https://ican.org.uk/

NAPLIC - https://www.naplic.org.uk/

RADLD - https://radld.org/

The Michael Palin Centre - https://michaelpalincentreforstammering.org/

British Stammering Association - https://stamma.org

NAS – National Autistic Society - https://www.autism.org.uk/

AFASIC - https://www.afasic.org.uk/

Autism and Communication Team– referral via an EHA available on Professional Choices

Speech and Language Therapy in Somerset– information and referral guide on the Local Offer here

Sensory and Physical

SEND Code of Practice:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.' Code of Practice, 6.34 and 6.35.

Children and young people (CYP) say:

School wanted to know what helped me best and put in extra-curricular activities for me.

They did building works in order for my needs to be accommodated.

Listen to us, our parents and our carers. We can help you understand how to support our learning.

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Physical access to the school		
Universal	The CYP may: • Seek adult support to move around the school • Refrain from moving between areas of the school • Struggles to open doors • Requires additional support to evacuate a building in case of emergency • Requires physical support to negotiate the school site	• Provide alternative areas for specific tasks to be carried out • Allow alternative routes around the school. • Consider changing classroom locations to increase accessibility • Consider changing door handles • Consider handrails on steps • Consider use of step to access toilet/basin • Consider arrangements for lunch and break times, e.g. queuing earlier • Leaving lessons early or later • Plans to reduce physical exertion around the school site. For example, consider location of lockers, cloakroom pegs Create a Personal Emergency Evacuation Plans (PEEP) Attend training: • PDnet - Raising Awareness of Physical Disability, level 1: pdnet Level 1 Training – pdnet • Personal Emergency Evacuation Plan (PEEP) – generic one hour online training. Information can be found on the SSE Website. • Evacuation Chair training – setting specific three hours training. Information can be found on the SSE Website.

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Toileting and self-care**	
	The CYP may: • Requires adult assistance with cleaning themselves occasionally • Requires adult support to change their clothes • Unable to get on and/or off toilet • Demonstrates poor balance on the toilet • Unable to reach sink • Unable to use taps/dry hands	Provide adaptations and commercially available equipment such as: • Installation of rails • Provision of bath-steps or stools • Change taps to leavers • Provide toilet seat with arms • Toilet seat insert Follow guidance for <u>Personal and Intimate Care Plan</u> Training offer by the PIMS team: • Personal and Intimate care. Information can be found on the <u>SSE Website</u>. A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age <u>Fact Files</u>. Please see • Dressing Skills (p.62) • Fasteners (p.66) • Shoes and Socks (p.106) • Tying shoe laces (p.119).
	Sitting and seating	
	The CYP may: • Appears to be fidgeting/leaning in their chair	Allow different types of chairs and tables across the school site: • Classroom - some chairs should have arm rests and tables should be in the height to accommodate the arm rests under the table. Use of block step to improve stability

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Sitting and seating**	
	• Appears to be distracted/taking longer to complete tasks in comparison to their peers • Complaining of pain or falling off their chair • Demonstrate poor quality of work, such as poor handwriting, longer time to eat • Struggles to maintain posture throughout the school day • Struggles to sit on and get up from the chair	• Dining area – some tables and chairs (with back rest and arm rests) should be available, especially for younger CYP • Hall – some chairs in different heights, with backrest and some with arm rests should be available Use of cushions such as wobble cushions or wedge cushions. Trial of a writing slope Differentiation and modification of school day including • Rest periods • Consider working in different areas of the classroom—allow different positions for working; high kneeling, standing etc • Consider alternative workstations to allow flexibility for work whilst sitting on the carpet or work in standing • Allowing additional time for activities • Regular mobility/movement breaks A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see • Core Stability (p.48) • Pelvic Stability (p.95) • Shoulder Stability (p.109).

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Handwriting and fine motor skills**	
	Recording work • Illegible handwriting • Reluctant to hand write • Unable to keep up with pace • Unable to record ideas **Keyboard access** • Unable to type with both hands • Using single fingers **Copying from the board** • Can't track between board and book • Unable to record accurately • Missing information **Using tools** • Difficulties manipulating small objects (e.g. beads) • Difficulties using scissors • Difficulties using cutlery	• Consider alternate ways of recording work for some tasks, e.g. voice recording, using pictures, using laptop for some work • Use of a writing slope or alternative positions for working Handwriting programmes such as Teodorescu-Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. This programme offers an approach to handwriting which develops the muscles of the hand. It includes over four hundred graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality. Promotes early pencil control The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows the research on how CYP learn best and includes materials that address all styles of learning. CYP move, touch, feel, and manipulate real objects as they learn habits and skills essential for writing Alternatively continue to use the writing programme chosen in the school and add a multi sensory approach • Enlarged worksheets to account for larger/less clear handwriting • Consider positioning of worksheets, some CYP find tracking side to side easier than up and down • Reduce expectations of volume of work produced

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Handwriting and fine motor skills**	
		• Allow additional time for activities involving fine motor skills • Adapting homework tasks to reduce expectations **Keyboard access** • Consider alternative mouse, keyboard or other suitable equipment and associated keyboard/touch typing software. • Simple Changes for Pupils using Technology • Developing Keyboard Skills **Copying from the board** • Have a handout on the desk • Have electronic version • Consider where student sits A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see • Developing fine motor skills (p.57) • Hand Gym for the older child (p.71) • Handwriting (p.75) • Scissor skills (p.102) • Bilateral integration (p.39)

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Handwriting and fine motor skills**	
		Attending training • Curriculum access through IT. Information can be found on the <u>SSE Website</u>.
	Coordination and mobility	
	The CYP may: • Requires occasional, low-level support to mobilise in the setting • Difficulties sitting on the floor and/or getting up from the floor • Difficulties changing positions • Struggles to coordinate movements in PE • Falls/trips frequently in the playground • Difficulties navigating around the classroom e.g. bumping into furniture/people • Difficulties throwing/catching • Poor timing and sequencing of movement • Difficulties learning new motor skills e.g. swimming, riding a bike/trike • Difficulties with balance	A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age <u>Fact Files</u>. Please see • Balance (p.34) • Ball Skills (p.38) • Bilateral Integration (p.39) • Core Stability (p.48) • Flexible Joints (p.68) • Motor planning (p.86) • Pelvic Stability (p.95) Whole class Wake and Shake or similar Regular movement breaks https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbook-launched/send-news/ Consider position on the floor - dedicated spot/cushion with firm surface to lean against

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Physical access to the school**
	To include Universal support plus: For CYP with physical needs that requires SEN Support, an EHA referral should be made to the PIMS Team for further advice and support. Information can be found on the SSE Website. Attend training: PDnet - Supporting Learners with Physical Disability, level 2: https://pdnet.org.uk/pdnet-level-2-training/
	Toileting and self-care
	To include Universal support plus: For CYP with physical needs that requires SEN Support, an EHA referral should be made to the PIMS Team for further advice and support. Information can be found on the SSE Website Referral to the SPOT Occupational Therapy team via Somerset Direct on 0300 123 2224 to be made if further advice and support needed for positioning on the toilet. For further information: SPOT Occupational Therapy Service (somerset.gov.uk) Consider a referral to the continence team or school nurse. School Nurses cover Level 1 continence i.e. Primary Night-time wetting, Bladder and Bowel team cover most other aspects relating to school. For further information see the continence team information on the local offer website https://www.eric.org.uk/ ERIC, the Children's Bowel and Charity is the UK's leading charity supporting all children and teenagers with a bowel or bladder problem • A free telephone and email helpline

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Toileting and self-care** https://www.eric.org.uk/ ERIC, the Children's Bowel and Charity is the UK's leading charity supporting all children and teenagers with a bowel or bladder problem • Clinically correct information and digital resources • Training courses for health and education professionals • Support and information events for parent carers • An online shop supplying a range of continence products for CYP **Sitting and seating** To include Universal support plus... Referral to the SPOT Occupational Therapy team via Somerset Direct on 0300 123 2224 to be made if further advice and support needed. For further information: SPOT Occupational Therapy Service (somerset.gov.uk) Follow professional advice for reasonable adaptations and commercially available equipment Consider referral to Physiotherapy in CYPTS if strategies have not supported progress. Further information and referral criteria can be found on the service website. **Handwriting and fine motor skills** To include Universal support plus: **Recording work** • Access to dedicated lap top or tablet for recording work • Text to speech to assist reading • Word prediction to support spelling

Sensory and Physical - Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Handwriting and fine motor skills** • Speech to text to quicken recording methods • Learnt to type programme - Typing Club <u>Learn Touch Typing Free - TypingClub</u> • **Referral to** <u>SENATAS</u> Development of Touch Typing skills using programmes such as <u>https://www.doorwayonline.org.uk/typing/</u> Or <u>BBC dancemat touch typing</u> <u>https://englishtype.com/junior-type/</u> Regular programme of fine motor skills activities individually or in small groups
	Coordination and mobility
	To include Universal support plus: Regular programme of motor coordination activities individually or in small groups such as Learn to Move SPOT-OT offer CYP-specific Manual Handling training. This will require a referral to the SPOT OT team plus prior attendance at the generic Moving and Handling Training course Consider a referral CYPTS OT and Physiotherapy should further advice and support be needed. More information and referral criteria can be found on their <u>website</u>.

Sensory and Physical - Physical Needs

Universal - How can I find out more?

Toileting and self-care

Whole school approach to inclusive access

📄 **PDF**

Toileting-Guidance.pdf

Occupational Therapy Checklist which can be found here.

Sitting and seating

Whole school approach to inclusive access. Refer to:

📄 **P**

Seating for schools presentation.pptx

Handwriting and fine motor skills

Occupational Therapy Checklist which can be found here.

Coordination and mobility

Risk assessment information can be found at:

Moving and Handling risk assessment (MH1)

Occupational Therapy Checklist which can be found here.

Sensory and Physical - Physical Needs

SEN Support - How can I find out more?

Toileting and self-care

continence team information

Who else can help?

For children and young people (CYP) diagnosed with:

Cerebral Palsy - Cerebral palsy - NHS (www.nhs.uk)

Developmental coordination disorder (DCD) - https://canchild.ca/en/diagnoses/developmental-coordination-disorder

http://www.movementmattersuk.org/dcd-dyspraxia-adhd-spld/developmental-disorders-documentation.aspx

Juvenile Idiopathic Arthritis(JIA) - https://jia.org.uk/shop/managing-jia-in-school/

Muscular Dystrophy - Muscular dystrophy - NHS (www.nhs.uk)

Rheumatoid Arthritis: - https://nras.org.uk/

Spina Bifida: - https://www.nhs.uk/conditions/spina-bifida/

https://www.sasp.co.uk/disability-sport

https://cpsport.org/

Referral to SENATAS SENATAS

Link to the Local Offer which explains the differences between the services and when to refer to which service https://choices.somerset.gov.uk/025/health/targeted-health-services/accessing-occupational-therapy-in-somerset/

Sensory and Physical – Visual Impairment

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	The CYP may: • Hold reading materials very close or at an unusual angle • Adopt a poor or unusual posture when reading • Do not respond to non-verbal instructions such as facial expressions • Lose their place when reading, skip lines or struggle to find text on a page • Lack of confidence in group activities • Are hesitant when walking or bump/knock into things • Walk with an unusual gait • Have difficulty finding dropped items • Have a short attention span when reading or writing • Tilt their head excessively to one side, up or down • Use excessive head movements when reading The CYP may: • Squint or frown when looking at the board • Struggle to copy information from the board or from a peer next to them • Have poor hand/eye co-ordination	• Joint working between school and family to discuss CYP's vision impairment • Curriculum differentiation that takes account of individual visual needs • Enlarging of class resources e.g. larger text on worksheets • Use of matte laminates to reduce glare • Removing unnecessary text on worksheets • Ensuring good overall glare-free levels of light • Following medical advice about the wearing of glasses and/or occlusion (patching) • Making applications for Exam Access Arrangements as required. • Accessing and using e-books • Awareness and risk assessment of impact of vision impairment for safety e.g. PE lessons, fire practice, offsite or unfamiliar visits • Follow tips and strategies for creating an accessible environment. • Follow tips for working with children with a visual impairment • Access training and events from Vision Support Team

Sensory and Physical – Visual Impairment

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	To include Universal support plus: For CYP with a visual impairment that requires SEND Support, an EHA referral should be made to the Vision Support Team for further advice and support. Information about the Vision Support Team (including Habilitation Specialists) can be found on the SSE Website. The Vision Support Team can: 1. Carry out a Functional Vision Assessment and provide strategies and recommendations Depending on the assessment outcomes Vision Support team may provide: 2. Advice and guidance on things you can do in school including: • Adapting standardised curriculum assessments e.g. Neale Analysis of Reading Ability • Enhanced transition planning • Specialist equipment • Accessible resources for the curriculum – enlarging or modifying • Adaptations to the physical and sensory environment • Mobility and Independence • Independent Living Skills 3. Deliver one to one teaching to CYP and staff on: • Use of specialist equipment • Touch-typing • Introduction to electronic resources, such as books • Modification of curricular resources

Sensory and Physical - Visual Impairment

Universal - How can I find out more?

Environmental Self-Audit of a school site for a child or young person (CYP) with a visual impairment

Classroom self-audit for a CYP with a visual impairment

Information and resources can be found here:
VST Resources on SSE website

SEND Support - How can I find out more?

Any functional vision assessment would be used by trained professionals such as an ophthalmologist, Qualified Teacher of CYP with a Vision Impairment (QTVI) or Qualified Habilitation Specialist.

Who else can help?

RNIB advice-for education-professionals/guidance-teaching-and-learning has some excellent curriculum resources and help sheets

Welcome to Somerset Sight | Somerset Sight Somerset Sight have a shop in Taunton for resources, a mobile advisory service which provides low vision aids, advice and guidance and the organisation runs many fun events for CYP with vision impairment

Guide Dogs UK Charity For The Blind And Partially Sighted

Families First Service - RSBC Royal Society for Blind Children (RSBC) – their Families First service has practitioners who look to support the wellbeing and confidence of CYP and their families

Parents and Carers Archives - Habilitation VI UK This provides information aimed at mobility and independent living skills

Musgrove Park Hospital - ECLO service - RNIB Sightline

Bristol Eye Hospital | ECLO These are the weblinks for Eye Clinic Liaison Officers (ECLOs) at a couple of Somerset hospitals. ECLOs can offer a range of assistance which may include guidance, emotional support, eye condition information, details of available benefits and helpful organisations, sight loss registration and employment matters

The Amber Trust - Home The Amber Trust provides free resources and ideas to engage CYP with vision impairment with music

Activity Finder - British Blind Sport British Blind Sport aims to encourage children and adults with vision impairment of all ages to take part in activities and play sport at every level

Somerset Cricket Foundation Somerset Cricket Board offer a number of inclusive cricket sessions around Somerset (including Frome, Yeovil, Chard) for different ages

Play Therapy Pods - Newlife Charity A service that loans sensory toys for twelve weeks at a time

Living Paintings A free postal library of Touch to See books for CYP with a vision impairment

Sensory and Physical – Hearing Impairment

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	It is important to check whether a recent hearing assessment has taken place. The CYP may: (for younger children) • Have immature grammar e.g. "me want apple " • Have immature speech sounds e.g. " bish " for fish, "gar" for car • Make less than expected progress in phonics (For all CYP) • Make less than expected progress in the curriculum • Lose focus or are more often distracted in comparison to peers • Vary in response to hearing their name e.g. good if familiar voice, when close or can see you, in quiet • Do not turn their head and smile, look up, and respond verbally to name • Give answers or comments which are not relevant, and show have missed information • Often asks for repetition of instructions • Have difficulty in starting a task after instructions (e.g. looks at other CYP or asks for help)	Improve the listening environment by: • Reduce background noise • Reduce reverberation (echo) by introducing soft furnishings, blinds, display boards • Ensuring electrical, plumbing and heating sources are quiet • Installing carpet, stoppers on chair and table legs, close doors between rooms Consider the introduction of a soundfield system allowing all CYP to hear well wherever they are in a class and whichever direction the teacher faces Organise class routines and seating to optimize teacher's voice and minimize other noise Pupil sits close to teacher The face of teacher well lit All staff have 'deaf awareness' strategies, e.g. Repetition of contributions from others when required. <u>Training and events</u> can be provided by the Hearing Support Team Visual cues alongside speech to give meaning Access to quiet spaces to work and small group support

Sensory and Physical – Hearing Impairment

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	• Use limited vocabulary, do not pick up new curriculum words or names readily • Use non-specific language e.g. "that one" "over there" "it's big" • Have difficulty expressing needs clearly or are difficult to understand if context is unknown • Use gestures, show or point alongside speech to help them get message across • Are very quiet in or withdraw from group social situations • Have issues with friendship group and socialising with peers • Have difficulty joining in playground games or age appropriate conversation	Conduct a risk assessment: Be aware of possible impact of hearing difficulties for safety in other environments including: • Explicit teaching of fire practice • Allocate watchful adult /hand holding for • Planning if fire alarms are not heard in all areas including toilet • Make sure swimming and PE coach and supply staff are aware of hearing loss Consider ways to include in sports at distance for example, instructions and demonstration before PE game, visual 'flag' to start races or alert CYP to stops and starts at distance To support CYP with hearing-aids Top tips for caring for hearing aids at home (ndcs.org.uk) Consider specific strategies for CYP with different types of hearing loss: • Strategies for supporting CYP with unilateral hearing loss • Strategies for supporting CYP with conductive hearing loss • Supporting CYP with Glue Ear

Sensory and Physical– Hearing Impairment

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	To include Universal support plus: For CYP with a hearing impairment that requires SEND Support, an EHA referral should be made to the Hearing Support Team for further advice and support. Information about the Hearing Support Team can be found on the SSE Website.. Following acceptance of an EHA Hearing Support Team can provide: • Assessment and recommendations to support auditory access to the curriculum related to known hearing loss • Training from the Hearing Support Team (HST) in relation to the specific hearing needs • Enhanced Transition planning support • Monitoring visits to observe curricular access and support the implementation of HST recommendations. • Advice on modification of curricular materials • Advice and training on specialist equipment • Provision of Specialist Equipment (assistive listening devices/radio aids) • Signposting to voluntary agencies and other sources of information

Sensory and Physical - Hearing Impairment

Universal - How can I find out more?

Teachers can use the questionnaires below when they have concerns about a child or young person's (CYP) hearing ability.

Primary
SoundSkills-TEAP-Form.pdf

S.I.F.T.E.R.pdf (soundskills.co.nz)

Secondary
Secondary-S.I.F.T.E.R.pdf (soundskills.co.nz)

Complete self-audit tools for the classroom and school environment

Information and resources can be found on the Hearing Support Team Section of the SSE Website

Discuss concerns with parents and encourage them to make a GP appointment for referral to audiology

Consider if the CYP also had their eyes checked

SEND Support - How can I find out more?

Any further assessment would be carried out by trained professionals.

Who else can help?

Hearing Support Team for deaf children and young people (somerset.gov.uk) **The Hearing Support Team** works with CYP from birth up to sixteen years old/twenty five years old (with an EHCP)

National Deaf Children's Society | supporting deaf children (ndcs.org.uk) The **National Deaf Children's Society (NDCS)** work with families and professionals to overcome the social and educational barriers that hold deaf children back.

DELTA: Deaf Education Through Listening and Talking - Deaf Education **Deaf Education Through Listening and Talking (DELTA)** is a charity that supports families with deaf babies, CYP and the practitioners in Health and Education that work with them.

Home - BATOD **British Association Teachers Of the Deaf (BATOD)** is the sole professional association for Teachers of the Deaf in the UK.

Home page - The Elizabeth Foundation for Preschool Deaf Children (elizabeth-foundation.org) The **Elizabeth Foundation** help young deaf children to listen and talk. Ewing Foundation (ewing-foundation.org.uk) The **Ewing Foundation** is a national charity, promoting inclusion and achievement for deaf CYP through listening and speaking.

NatSIP - Home **The National Sensory Impairment Partnership (NatSIP)** supports colleagues from the frontline workforce who are new to working with a CYP with sensory impairment as well as a wealth of research, information and resources to support CYP with sensory impairment.

Find the Best Hearing Aid Solution | Hearing Devices - Phonak **Phonak** is an international hearing aid manufacturer.

National Association for Special Educational Needs (**nasen**): video specific to hearing impairment https://www.sendgateway.org.uk// resources/condition-specific-video-hearing-impairment

Social, Emotional and Mental Health (SEMH)

SEND Code of Practice:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools'. Code of Practice, 6.32 and 6.33.

Children and young people (CYP) say:

It's important to have the right level of support.

It helps me when I can go out of the room to calm.

It makes a world of difference to use when people understand and care.

Just because you can't see it doesn't mean that it isn't there.

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**What can help?** (Strategies and provision)
Universal	You may see behaviours listed below, this may be infrequent and respond to provision that is expected for all CYP. It is likely that a lot of CYP will display these behaviours at some point during their school career, but it does not mean they have a SEN. **Ability to plan, attend, organise, regulate themselves and manage change** Forgetting materials or instructions, not paying attention, disliking change in routine, impulsive behaviours, difficulty remaining on task, difficulty with task transition, rushing work. **Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response** Verbal and physical aggression, inappropriate language, self-sabotaging behaviours, hiding, agitated, fidgety, age-inappropriate behaviours, withdrawn, distress at change.	Due to the complex nature of SEMH needs the strategies below are applicable to many of the barriers to the left Ongoing communication between home and school Parent carer toolkit for advice for parent/ carers Somerset children & young people : Health & Wellbeing Toolkit (cypsomersethealth.org) Educational Psychology SEMH Toolkit Supporting emotional wellbeing and promoting positive behaviour and mental health within educational settings using evidence-based practice SSE-EPS-0518-A001SEMH-Toolkit.PDF (ehcap.co.uk) **Whole School Approach** School Policies which are underpinned by attachment and relationship-based principles Guidance-for-Developing-Relational-Practice-and-Policy.pdf (somersetvirtualschool.co.uk) Somerset Wellbeing Audit Somerset children & young people : Health & Wellbeing : Wellbeing Framework Getting Started (cypsomersethealth.org) A positive and proactive approach to the social and emotional wellbeing and resilience of the whole school community; consider school community PATH (Planning Alternative Tomorrow's with Hope). These can be facilitated by your school educational psychologist PATH - Helen Sanderson Associates

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Attendance at school** Reduction in attendance/ and or being late and patterns of non-attendance, parent carers report challenges getting their CYP into school, missing lessons, difficulties with transition. Frequent illnesses i.e. tummy ache, headache **Maintaining healthy peer relationships and friendships** Falling out with peers, not forming positive relationships, needs to feel in control of peer relationships, difficulties maintaining appropriate boundaries and relationships, physical aggression with others, isolated from peers, sensitive to disagreements, lacks resilience to repair the relationship, rejecting others **Managing and/or regulating their emotions (e.g. quick emotional reactions to seemingly small stimuli)** Disruptive behaviour e.g. throwing chairs, destroying work, verbal and/ or physical aggression. Emotional outbursts, tears, screaming and shouting, self-injurious behaviours	Ongoing CPD for all staff: Adverse Child (or young person) Experiences (ACE's), anxiety, sleep, mindfulness, wellbeing and physical activity, therapeutic use of stories, loss and bereavement, supporting adults in school and CYPs with SEN. Wellbeing for Education Return – Training Videos for Education Staff | Support Services for Education (scroll down for e-learning training videos) Restorative approaches which are used to build, maintain, and repair relationships. Restorative Solutions: Making it work (inclusive-solutions.com) restorative-practices-guide.pdf (schottfoundation.org) PACE (Playfulness, Acceptance, Curiosity, Empathy) approach is a way of thinking, feeling, communicating, and behaving that aims to make the CYP feel safe. It is based upon how adults connect with CYP www.danielhughes.org Emotion coaching is a communication strategy which supports CYP self-regulate and manage their stress response "I wonder if···" www.emotioncoachinguk.com CYP-centred planning Whole School Approach to mental health wellbeing MHST/use of the i-thrive model- (not currently available for all schools). i-THRIVE | Implementing the THRIVE Framework (implementingthrive.org) Somerset Big Tent Home - Somerset Big Tent, empowering CYP to find the right wellbeing support at the right time

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Behaviour at home that may not be seen at school** A change in behaviour at home, for example emotional at the end of the day which may present as challenging behaviours, withdrawal, difficulties with sleep, eating, self-care and independence **Engagement with the curriculum** Avoiding work e.g. asking to leave the classroom, looking for resources, disruption and distraction, refusal to comply with adult requests, withdrawal, shouting out, getting up and wondering around, running away **Change in demeanour and/or appearance** Change in appearance, attitude to learning, motivation to engage with peers, quieter or louder in class. Changes may have occurred quickly or over time **Unpredictability of behaviour with lack of obvious triggers** Behaviour does not seem to follow particular patterns, triggers may seem unrelated, behaviours seem vary or change on a regular basis.	**Thrive** https://www.thriveapproach.com/about-thrive/ Tools and training to help adults support the social and emotional development of CYP using a whole school approach **Universal – All CYP** • Solution focused approach to a range of different behaviours; focus on strengths/interests • Personalised learning targets • Safe predictable environment with clear expectations • Class emotions board • Circle time/PSHE Lessons (Jigsaw/SEAL) focusing on various skills such as self-regulation • Relaxation activities as part of timetable – mindfulness, breathing, sports, yoga, colouring, drawing, story time (adult reading to CYP) • Consistent rules within the classroom that are appropriately differentiated where necessary • Zones in the classroom/ safe space, including calm zone • Sensory tent/resources for use by whole class • Teach calming strategies e.g. breathing exercises, counting down • Keeping records of concerns • Notice CYPs being kind (kindness tree) Kindness UK - Promoting, Sharing & Uniting Kindness) • Put CYP into pairings rather than expecting them to choose/buddying. • Growth mindset - Carol Dweck https://www.mindsetworks.com/science/ • Visual timetable for all CYP

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	What can help? (Strategies and provision)
Universal	**Low confidence and/ or self-esteem** Fear of failure, risk avoidance, negative self-talk/ appraisal of self, difficulty accepting praise, fixed mindset, unable to experience joy in success **Failure to make anticipated progress across many areas of the curriculum** This might include reduced progress in core subjects (such as maths, English, science) and/or progress in other subjects areas.	• Developmentally appropriate play-based activities/creative activities e.g. messy play, playdough, drumming, music • Daily check in/daily meet and greet • Keeping in mind strategy e.g. invisible string • Change of face (changing adults to help deescalate a situation) • Plan targeted opportunities to build positive relationships with the CYP • Give the CYP a responsibility or special role to increase self-esteem • Set tasks with clear goals, outputs, and timescales for completion • Use short, clear instructions; recap and reinforce these during lessons • Make tasks short, with frequent breaks and opportunities to move around • Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology • Remind CYP of a rule or expectation. Label the behaviour, not the CYP. Say what you want them to do, rather than what you don't

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	To include Universal support plus: **A continuation of collaboration between home and school which adds to the universal provision already in place** **Where appropriate complete an Early Help Assessment (**Professional Choices**) and or Pastoral Support Plan to gather information and refer onto other support agencies** **Educational settings should provide developmentally appropriate provision** - Outdoor activities e.g. forest school, scooters/bikes, football, trim trails, digging, gardening, running - SEMH group interventions e.g. Talkabout, socially speaking, Time to talk, Emotional Literacy Support Assistants, Nuture groups, SEAL - Parent and Family Support Advisor - Circle of friends 'Help me' card/ 'time out' card/exit card - Activities to support emotional regulation e.g. Zones of Regulation (Kuypers) and the Incredible 5-point Scale (Dunn-Buron) - A one-page profile created by parent carers or teaching staff, along with the CYP, to give a snapshot of a CYP likes, dislikes, strengths and areas where they might need a bit more support - Identify a key person to talk about worries and support with problem solving - Model, coach and reinforce skills for collaborative group work - Teach CYP specific behavioural skills (e.g. how to ask for help) - Now and next boards - Planned, regular 'meet and greet' that involves key adult(s) which is recorded on a support plan and is provided with a specific outcome in mind - Elements of universal provision would be considered SEN support when it is personalised to the CYP and is delivered on a one to one or small group basis - EBSA (emotionally based school avoidance) guidance Emotionally Based School Avoidance (EBSA) – Information, Guidance & Resources	Support Services for Education - Nurture group Home - NurtureUK

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What can help? (Strategies and provision)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	• Team around the School https://professionalchoices.org.uk/early-help/tas/ • Team Around the Family Early Help Assessment (EHA) and Supporting Documents – Professional Choices • Access to the Partnership Panel and support through the pupil referral units (links to schools below) • Explore alternative provision, Alternative Provision Directory (somerset.gov.uk) • Individual Visual timetable/now and next boards • Buddying www.forestschoolassociation.org • Adult support where required/ Key adults • Therapy (play, art, lego etc) • Parent and Family Support Advisor (Level 2) Family Intervention Service Worker (Level 3) • Temporary hybrid timetable Guidance for using Part Time Timetables.docx (live.com) (AV1 robots (SSE website) with clear intentions to increase this over time and through the APDR process https://www.supportservicesforeducation.co.uk/Services/5586 • Use of scripts, consistent language. (Comic strip conversations, social stories (Carol Gray) www.autism.org.uk • Developmentally appropriate alternative provision with clear SMART (specific, measurable, achievable, realistic and time limited) goals (Somerset AP document) • Reasonable adjustments to behaviour policy • Worry box/worry monster/ book of worries • Have jobs for the CYP to complete to add in extra movement opportunities • Low stakes tasks to build resilience – split tasks into smaller chunks so that CYP can complete tasks more frequently • Adapt/personalise the environment. Resources prepared for short activities – option B. Own working space with peers • Controlled choices within timetable • Social skills support with adult intervention • Classroom transition support – music, important job, snack time either side of break, pre-warning, visual timetable • CYP prepared for the days events where possible – and supported visually -strategy for unexpected changes – whoops card, visual timetable • Support the process of relationship repair – the relate – rupture – repair cycle • Personalised curriculum

Social, Emotional and Mental Health (SEMH)

How can I find out more?

Strengths and Difficulties Questionnaire SDQ www.sdqinfo.org
For three to sixteen years identifying areas of strengths and difficulties to be completed by school, family and child and young person (CYP).

Boxall profile https://new.boxallprofile.org/
For four to eighteen years. An assessment tool for social emotional and behavioural difficulties for CYP. It identifies the levels of skills the CYPs possess to access learning.

Talkabout assessment
temp_file_Talkabout_Series_Chapter_Collection.pdf (routledge.com)
A brief assessment for self and other awareness, self-esteem, friendship, and/ or social skills.

Emotional literacy Assessment (GL) www.gl-assessment.co.uk/products/emotional-literacy/
Measure CYPs' ability to understand and express feelings and highlight areas for intervention.

Motional https://motional.io/
Online tool for identifying, assessing, and improving the emotional health and wellbeing of CYP.

ABCC (antecedent, behaviour, consequences and communication) charts
An observational tool that allows you to record information about a particular behaviour. The aim of using an ABCC chart is to better understand what the behaviour is communicating.

Coventry Grid (ASC) HANDOUT Coventry Grid Version 2 - Jan 2015.pdf (oxfordshire.gov.uk) https://drawingtheidealself.co.uk/the-coventry-grid

A tool used to identify needs associated with autism and differentiating between these and attachment needs.

Observing child or young person's with attachment difficulties in school Observing Child or young person with Attachment Difficulties in School - Kim S. Golding (kimsgolding.co.uk)
An observational tool designed to help structure observations of CYPs aged five to eleven with attachment issues in school.

Understanding a child or young person's self-esteem. Self-Image Profiles (SIP) | Pearson Assessment (pearsonclinical.co.uk)

Myself as a learner scales Myself as a learner | Thinking Schools @Exeter | University of Exeter

Trauma informed tool trauma-informed-schools.pdf (youngminds.org.uk) for more information on Trauma Informed Schools visit https://www.traumainformedschools.co.uk/

Autism and ADHD Pathway (somerset.gov.uk)

Conners Questionnaire (ADHD)
Conners Teacher Rating Scales » Scales (psychologyroots.com)
Paediatricians might use the Connor's questionnaire to make a medical diagnosis.

Swanson, Nolan, and Pelham Rating Scale (SNAP-IV) a Teacher and Parent Rating Scale used to measure the core symptoms of ADHD.
https://www.adhdfoundation.org.uk/wp-content/uploads/2019/04/ADHD-screening-with-SNAP.pdf
For assessments for other learning needs, please refer to cognition and learning, and speech, language and communication needs sections.

Social, Emotional and Mental Health (SEMH)

Who else can help?

Mental Health in Schools Team (MHST) [Mental Health Support Team (Schools) | Young Somerset](#) Ages five to sixteen. Low intensity CBT interventions and support to schools to adopt a Whole Schools Approach to mental health and wellbeing. Access via a request for help through the school's Designated Mental Health Lead. For Schools who are not part of the MHST service please see Young Somerset's Wellbeing Service (below).

Young Somerset (YS) Wellbeing Service, Low intensity Cognitive Behavioural Therapy for mild to moderate depression and anxiety. Suitability criteria can be found on their website [Wellbeing Support | Young Somerset](#) referral information can be found here [Request Support | Young Somerset](#)

School nursing team, Schools can contact their local area school nurse team [School Nurses (somerset.gov.uk)](#). Parents of a school age child who require advice and support, can contact Somerset's School Nurse text line Parent Service on 07480 635515. Young people aged eleven to nineteen years old can text the School Nurse Young People's Service on 07480 63551.

Pupil Referral Outreach support:

· Tor school- Mendip [Homepage - Tor School](#)

· South Somerset Partnership School – South https://www.ssps.org.uk

· The Bridge- Sedgemoor - [The Bridge School - Home (thebridgesedgemoor.org)](#)

· Taunton Deane Partnership College - Taunton and West Somerset [Home | Taunton Deane Partnership College](#)

Educational Psychology Parent Helpline Parent or carers of a child or young person (CYP) in Somerset can speak to a Psychologist with any concerns. Initial thirty minute telephone conversation, for more information visit [eps-helpline.pdf (somerset.org.uk)](#).

Single Point of Access for Child and Adolescent Mental Health Service (CAMHS SPA) Professionals can use this number if they need advice or guidance in how to support a young person and their family but are uncertain about which service may best meet their needs.: 0300 124 5012. Eligibility for CAMHs and recommended interventions. https://www.cypsomersethealth.org/images/CAMHS_Eligibility_Criteria.pdf

For CYP

YoungMinds [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

YoungMinds are a mental health charity for CYP and their parents, making sure all young people can get the mental health support they need.

GPs, Health Visitor and health services

If you speak to **your GP** about **your mental health** concerns, they can: ask questions about **your** feelings and thoughts that may help you better understand what you are going through and what support is available.

Social, Emotional and Mental Health (SEMH)

Who else can help?

Somerset Big Tent Home - Somerset Big Tent

Somerset Big Tent houses resources and is a one-stop shop for services supporting children and young people (CYP) with their mental health and wellbeing. All services are vetted before being included on their website.

Kooth Home - Kooth

Free safe and anonymous tool for young people aged ten to eighteen in Somerset.

Family Counselling Trust https://familycounsellingtrust.org/

Somerset FCT is a registered mental health charity providing very low-cost counselling and support to CYP.

Specialist CAMHS CAMHS – Professional Choices

For parent carers

Parent carer toolkit Somerset children & young people : Health & Wellbeing : New Home (cypsomersethealth.org)

Their website has been designed to support parents and carers to find the information they need to help with their role of 'being a parent'.

Home-Start http://www.homestart-westsomerset.org.uk/

Home-Start is a voluntary organisation offering support, friendship, and practical help to families at home with CYP under seven.

Somerset Parent Carer Forum Somerset Parent Carer Forum – Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489
Somerset Parent Carer Forum is an independent not for profit Community Interest Company formed by parent carers.

SENDIAS Somerset SENDIAS

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give CYP and their parent carers information, advice, and support about SEND. The service is free, confidential, and impartial.

Parent and Family Support Advisors (PFSAs)

PFSAs work with school-aged CYP and their families that require additional support. Contact your school pastoral support team for more information.

Family Intervention Service *Family Intervention Service (somerset.gov.uk)*

The **Family Intervention Service** (FIS) is a specialist county-wide **service**. It offers support to CYP people from birth up to eighteen years and their families where multiple complex issues are present.

Social, Emotional and Mental Health (SEMH)

Who else can help?

For Schools

Somerset Educational Psychology Service

The Educational Psychology service are pleased to offer;

E-Learning training on a variety of subjects EPS E-Learning | Support Services for Education

A webpage dedicated to Wellbeing Wellbeing in Schools | Support Services for Education

Information, advice, and resources on emotionally based school avoidance Emotionally Based School Avoidance (EBSA) – Information, Guidance & Resources | Support Services for Education,

EPS traded offer - Information for Somerset Schools | Support Services for Education

ACES Adverse Childhood Experiences Training https://choices.somerset.gov.uk/025/health/parenting/adverse-childhood-experiences-aces-webinar-for-parents-and-carers/

SEMH Toolkit Supporting emotional wellbeing and promoting positive behaviour and mental health within educational settings using evidence-based practice SSE-EPS0518-A001SEMH-Toolkit.PDF (ehcap.co.uk)

Support for a specific population

2BU Welcome for LGBTQ+ young people (2bu-somerset.co.uk)

Provide support to young people living in Somerset, who may find that being Lesbian, Gay, Bisexual Transgender, or questioning your sexuality or gender identity can be difficult. Support to parent/ carers LGBTQ+ support and help. (2bu-somerset.co.uk).

Somerset Mind For Trans people living in Somerset Tel 0300 330 5468. www.mindtws.org.uk/trans-plus.

The LGBT+ Switchboard The LGBT+ Switchboard provides an information, support and referral service for lesbian, gay, bisexual, and transgender people. Tel 0300 330 0630. or you can e-mail them chris@switchboard.lgbt

CRUISE Home - Cruse Bereavement Support

Cruise offers support to grieving children, young people (CYP) and adults. 0808 808 1677.

PROMISE works https://www.promiseworks.org.uk/agencies/

Delivering inspirational mentoring for Somerset's most vulnerable, disaffected and disadvantaged young people*.*

Safe lives Home | Safelives UK-wide charity dedicated to ending domestic abuse.

SARSAS Somerset and Avon Rape and Sexual Abuse Support SARSAS

SARSAS provides support to people who have experienced rape or any kind of sexual assault or abuse at any time in their lives, 0808 801 0456 or 0808 801 0464 How do I make a referral? | SARSAS.

SDAS Somerset Drugs and Alcohol Service Somerset Drug and Alcohol Service (SDAS) (impactpathways.org.uk)

Somerset Drug and Alcohol Service treats young people and adults that have a problem with drugs and alcohol. 0300 303 87 88: sdas@turning-point.co.uk or visit https://www.turning-point.co.uk/services/sdas

Social, Emotional and Mental Health (SEMH)

Who else can help?

SIDAS Somerset Integrated Domestic Abuse Service [Somerset Integrated Domestic Abuse Service (somersetsurvivors.org.uk)](somersetsurvivors.org.uk)

Somerset Integrated Domestic Abuse Service is Somerset's main specialist service which provides support to men, women and children who are affected by domestic abuse https://somersetsurvivors.org.uk/somerset-survivors/how-to-make-a-referral/.

Somerset Phoenix Project Somerset Phoenix Project

Working alongside professionals and supporting children, young people (CYP) and families affected by sexual abuse Request support - Professionals - Children | Somerset Phoenix Project.

We Hear You – WHY We Hear You Cancer Counselling

WHY provides emotional support to patients, families, friends and carers who have been affected by   cancer or any other life-threatening condition. 01373 455255.

Young Carers [Young Carers (somerset.gov.uk)](somerset.gov.uk)

Somerset County Council provides support, advice and respite breaks for CYP under eighteen who have substantial caring responsibilities at home. Referrals come through an Early Help Assessment. To find out more phone Somerset County Council on 0300 123 2224.

Young Victims [Young victims service | Young victims service](Young victims service)

The Young Victims Service (YVS) provides help and support to young people (aged five to eighteen) who have been victims of crime, anti-social behaviour or domestic abuse. young.victims@n-somerset.gov.uk and 01275 88 44 88.

Organisations with useful SEMH resources

· Anna Freud Supporting mental health in schools [Resources (annafreud.org)](annafreud.org) booklet for primary and secondary schools to support all staff working in school settings to understand how best to help CYP in their care.

· Beacon House website with attachment-based resources [Resources (beaconhouse.org.uk)](beaconhouse.org.uk)

· I-THRIVE http://implementingthrive.org/about-us/ an essential framework for communities who are supporting the mental health and wellbeing of CYP and families.

· MIND resources for young people aged eleven to eighteen [Information for young people on mental health and wellbeing | Mind, the mental health charity - help for mental health problems](Information for young people on mental health and wellbeing | Mind)

· NHS website relaxation resources and signposting. [Mindfulness - NHS (www.nhs.uk)](www.nhs.uk)

· Twinkl mindfulness resources Mindfulness - Twinkl Wellbeing

Complex Medical Needs

Supporting CYP with Medical Needs

A child or young person (CYP) with medical needs does not necessarily have special educational needs or a disability. The Children and Families Act 2014 places a duty on school to support CYP with medical conditions. This support might be specified in a healthcare plan (different to an EHCP).

Government guidance on supporting CYP with medical conditions at school can be found here. Training is also available from the Somerset PIMS team. Further information can be found here.

Medical Funding

There are a small number of CYP whose medical needs are very complex and the impact of their condition on the school day could be considered as additional to what is expected of schools to deliver under the above guidance. CYP with such complex conditions will have extensive involvement from health and educational support services to provide assessment, monitoring, training, and necessary care plans.

Requests, for additional funding on medical grounds where a CYP has medical needs only (and no EHCP) can be directed to Simon Heritage SHeritage@somerset.gov.uk until the end of the current academic year as **this process is currently under review**. The requests, together with supporting evidence, are passed across to Health colleagues and are considered at a monthly Medical Panel. If agreed, schools are notified and funding is allocated.

Details of the new process will be shared with schools at the beginning of the summer term and those schools currently receiving funding will be notified individually of the changes and any actions they need to take.

Provision from the Partnership Schools

Some CYP who have medical needs may access their education on a temporary basis through the medical element of their local partnership school (Tor, South Somerset Partnership School, The Bridge, or Taunton Deane Partnership) when there is a view from their medical professional that they are too unwell to access any education in their school. Medical reasons can be both physical, such as cancer or chronic fatigue, or mental health, such as anxiety. Before referring a CYP to the Local Authority, it is expected that schools have worked with parent carers and medical professionals at an early stage to support continued attendance at school including consideration of part time timetables or the use of an AV1 robot.

The offer from the partnership school is dependent on the needs and age of the CYP and takes account of the medical advice. It could include funding for a school-based teaching assistant to provide additional tuition to a CYP in their home, online teaching, occasionally home tuition, or a placement at the partnership school. In order for a CYP to access this provision medical evidence is required, for physical needs this should come from the CYP's paediatrician or specialist health team and for mental health needs from their psychiatrist or psychologist. Further information can be found here.

Medical Needs and Disability

Some CYP with medical conditions may be considered disabled. A CYP with a medical condition that is physical or mental and that has a 'long term and substantial adverse effect on their ability to carry out day to day activities' may be defined as disabled by the Equality Act 2010. This means they may also be covered under the SEND Code of Practice legislation. In this instance, the processes set out in this document should be followed, for example, the graduated response.

Feedback

This document was co-produced and was available to parent carers and professionals during the Autumn 2021 Term. Feedback has been obtained from schools, parent carer forum, professionals and organisations during this period. Somerset County Council would like to acknowledge these valuable contributions.

If you have any feedback for the document, please provide it via this [Microsoft Form.](#) This document will be updated periodically based on the feedback provided.